



## DOCTOR OF EDUCATION (EDD)

### **Learner reflections on the International Baccalaureate (IB) Learner Profile and international mindedness at a bilingual school in Bogota, Colombia**

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**Learner reflections on the International Baccalaureate (IB) Learner Profile and international mindedness at a bilingual school in Bogota, Colombia**

John Michael Wells

A thesis submitted for the degree of Doctorate of Education (EdD)

University of Bath  
Department of Education

January, 2016

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## **Abstract**

The research presented here shows the reflections of some International Baccalaureate (IB) Middle Years Programme (MYP) and Diploma students of a bilingual school on the attributes of the IB Learner Profile and the extent to which these can contribute to students being internationally minded. I approach the research after reviewing the concept of the self and using pragmatic methodology. The research consisted of a questionnaire and semi-structured interview aimed at eliciting from the students their opinion about the extent to which they had equal command of the different attributes and, if they had differing abilities, if they were seeking to improve their command of the attribute(s) and who they thought could help them do so. I was also interested in knowing if the students believed that the attributes of the IB Learner Profile helped them to be internationally minded, as suggested by the International Baccalaureate. The results suggest that most of the students believe that they have differing degrees of command of the attributes and that it is necessary for them to develop the ones that they feel less proficient in. They tend to believe that the attributes are developed partly at school, but also by their parents, themselves and others. They tend to believe that they are similar in terms of character to students that study at schools that do not offer the IB, but academically they are somewhat different. That said, they also tend to believe that the attributes of the IB Learner Profile help them to be internationally minded, particularly those of ‘open-minded’ and ‘communicator’, which coincide with the theoretical position of Castro et al (2013) and Singh and Qi (2013). While the school seems to play a significant part in developing the attributes, students seem to believe that they themselves, and parents, also have a key role to play.



## Chapter 1: Introduction

I have worked in education for more than 25 years, after having first worked in industry for six years. I chose to become a teacher not only because I wanted to educate children, but because I wanted the students' learning experience to be more meaningful and pleasant than I remember my education having been, and I felt that I could, as it were "make a difference". I consider that teachers play a key role in guiding students to discover their strengths and develop their interests; and experiences at school can have a profound impact on the people that we turn out to be.

I taught English as a Foreign / additional language for some years at a number of institutes, which was not that rewarding in terms of 'reaching out to students'. But I then joined a school that offered the Diploma Programme of the International Baccalaureate (IB), and I felt that here there was potential to make a difference. What made the IB different, to my mind, was that it had a mission (at least the first and third paragraphs) which seemed to coincide with my motivation for wanting to be a teacher:

"The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right." (IBO, 2015)

The IB offers four programmes : The Primary Years Programme (PYP) for students between the ages of 3 and 12, the Middle Years Programme (MYP) for students between the ages of 11 and 16, the Diploma Programme (DP) for students aged 16 to 19, and the Career-related Certificate (IBCC), also for students between the ages of 16 and 19 (now called the IB Career-related Programme; IBCP). Each of these programmes can stand alone, or form a continuum as students progress through school. The IB requires that the school's mission and vision be compatible with the

IBO's mission, whether a school offers one or more of the programmes . The main means by which the IBO's mission is put into effect is through developing the 10 attributes of the IB Learner Profile (IBO, 2014), which should be modeled by adults in the school (IBO, 2009a:1). The IB states that the IB Learner Profile is "a broad range of human capacities and responsibilities that go beyond intellectual development and academic success." (IBO, 2013:3). The ten attributes that make up the IB Learner Profile are: knowledgeable, thinkers, inquirers, balanced, principled, open-minded, risk-takers, caring, communicators and reflective. The IB now recognizes that other similar attributes are beneficial in forming students to be responsible members of society (op.cit, 2013).

On the one hand the acceptance of schools promoting other (unspecified) attributes shows an appreciation that there are other valid attributes that students can have, but this may also weaken the means by which schools pursue the IB mission statement.

As a result of my experience of teaching in IB schools and observing students and teachers at work, I couldn't help but ask a number of questions concerning the IB Learner Profile; as IB teachers focus on developing attributes through their delivery of the curriculum, are they helping students be better prepared for the future in terms of developing life skills, or are they seeking to fit students into a restrictive mold that not all want to, or can, fit into? And for those students that do reflect the attributes of the IB Learner Profile, is this due to their contact with the curriculum (seen or hidden), or are these learners that already possess the traits, values and attitudes of the IB Learner Profile and are only reinforcing these, and not necessarily acquiring them at school? Can teachers enable students to change an aspect of their personality like, for example, being confident, or is this something which is part of a person's genetic make up or they learn early on at home? How are teachers or schools delivering the curriculum in keeping with the philosophy of the IB Learner Profile? And can we be sure that all the educators at school are on board and are able to promote the attributes to the same degree of competence? Is it possible to quantify the extent to which students are subjected to opportunities to acquire and / or develop the attributes? In the course of the research presented here I intend to address a number of these questions, though it is beyond the scope of this research to address all of them.

Although I have a number of questions about the IB Learner Profile, I consider the emphasis given to promoting the attributes of the IB Learner Profile, or others like them, in pursuit of the IB mission statement of great importance and value. The notion of educating people to have attitudes and values in order to be conscientious citizens as well as have the knowledge and skills to be successful academically is very much in keeping with what I believe education should be about. I have discussed the IB Learner Profile from the perspectives of values, attitudes and behaviour elsewhere (Wells, 2011), but here I approach the notion of developing attributes in students from the perspective of a discussion of the Self, and the justification for this and its corresponding discussion is taken up in the first part of Chapter 2.

Given the importance of the IB Learner Profile one would think that the IB ensures that there is careful monitoring of the way in which schools promote the attributes. To a certain extent there is. During the authorization or verification process, in which schools are assessed as to the extent to which they meet IB standards for offering its programmes, the degree of fit with the attributes of the IB Learner Profile is reviewed. This is repeated during the Programme Evaluation visit (a two-day visit when IB trained educators visit the school five years after authorization / verification to verify that it still complies with IB guidelines). However, there is no data and little research which is available to show the extent to which schools are successful in educating students to a) embrace the attributes and their associated values, attitudes and behaviour, and / or b) be proactive in their acceptance and development of them (though in the last two or three years this has changed, and I make reference to this research in the final chapter). Given the central importance of the IB Learner Profile to the delivery of the IB mission statement, any changes to it must, surely, be scrutinized to assess the extent to which changes are minor or major, for how can one claim a mission statement is being delivered if the goal posts are moved? I carry out an analysis of changes in the wording of the IB Learner Profile in the second part of Chapter 2. As a result of research which has appeared lately (see Castro et al, 2013 and Singh and Qi, 2013), I decided to extend the thrust of my research to include asking students to reflect on the notion of international mindedness and the interplay between this and the attributes of the IB Learner Profile. I discuss the justification for this decision at the end of Chapter 2.

Another point I need to mention here is that the IB prefaces publications referring to the attributes of the IB Learner Profile with the phrase “as IB learners we strive to be:..” (IB, 2014). The use of the verb “strive” is indicative of the philosophy that learners need to be proactive and motivated to develop the attributes not only in school, but outside and also when they have left school. The notion of being a life-long learner (a central concept of an IB education) is an indication that the attributes may not be acquired to perfection while at school. In other words, an IB education and its vision of international education aims at educating its learners to have not only a particular set of attributes, but a mindset that encourages the development of these attributes throughout their lives. As such, a second area of interest for me, inherently related to the first, is the extent to which students consciously work to develop the attributes that they have or that may not be ‘fully developed’, whatever that may mean.

There are, then, at least four concepts (C) that need to be addressed in research that aims to evaluate the extent to which the IB and / or schools are successful in promoting the attributes of the IB Learner Profile among learners, namely:

C1) the concept of self and the way in which learners acquire or not attributes that impact their way of behaving or attitudes towards issues and people;

C2) the concept of attributes and their descriptions; in other words, how the attributes are perceived by the IB, the description of which acts as a source of reference for schools to model or include in the curriculum so that students can acquire and develop them;

C3) the concept of motivation and the extent to which students make use of this in a continual quest to learn, develop and master the attributes of the IB Learner Profile; and

C4) the concept of international mindedness and the extent to which this is reflected or embodied by the attributes of the IB Learner Profile.

For the research presented in this thesis I have designed four research questions that are based on the four concepts of my conceptual framework , though there is not a one-to-one correspondence between each concept and research question. I present a

detailed discussion of the rationale for my research questions (RQ) in section 3.3 on page 42, but here I will link each question with its corresponding concept:

RQ 1. To what extent do learners believe that they possess the attributes of the IB Learner Profile with the same degree of strength / ability to use? (C2)

RQ 2. To what extent do learners believe that they develop the attributes of the IB Learner Profile as a result of attending an IB school, as compared with their development through other contexts / means? (C1 and C3)

RQ 3. To what extent do learners believe IB learners are different / similar to non-IB learners? (C1)

RQ 4. To what extent do learners believe that the attributes of the IB Learner Profile reflect being internationally minded? (C4)

I fully accept that to measure or obtain data about the efficacy of schools in promoting the attributes of the IB Learner Profile among its students is problematic. To begin with, there seems to be a dearth of research into the attributes of the IB Learner Profile and their impact on learners. The research that has been undertaken tends to be in the form of literature reviews (Bullock, undated) or theoretical (Amiss and Harrison, 2014, Singh and Qi, 2013, Van Oord, 2013), with research recently taking place which only addresses the way in which IB Diploma students demonstrate affinity with the attributes of the IB Learner Profile (Billig et al, 2014, Rizvi et al, 2014, and Walker et al, 2015), but do not seek to account for whether or not students link their development of the attributes to school or not. Secondly, learners that follow IB programmes are varied in terms of background and learning environment. When the IB was formed students tended to study at private schools with students from different nations (Hill, 2007), but now they can study at state or private schools and, instead of being with students from other nations, can be in schools that largely have students just from the host nation (Wells, 2011). Even when I decided where I wanted to conduct the research and knew details of the student population, I then had to decide on how data or evidence should be obtained. Should I conduct research of students that are studying at school, or once they have left? Should I base my research on student perceptions of the attributes of the IB Learner Profile or observations of others or a combination of these approaches? Should I

conduct a longitudinal study and, if so, at what age should students be included? The challenge of assessing the success of the IB in putting its mission statement into practice by means of inculcating in students the attributes of the IB Learner Profile is truly monumental and complex. Because of this, and due to restrictions of space for this research, I have decided to base my research on students that are studying in the IB MYP and Diploma programmes (between the ages of 11 and 18) and assess the extent to which that they perceive that school or other sources has enabled them to develop the attributes of the IB Learner Profile. The underlying philosophical rationale for my research approach is presented in Chapter 3 when I consider methodology, at the same time as I justify the wording of my research questions.

Any or all of the approaches to obtaining data or information I just mentioned would, I believe, be valid. For the purpose of this research I have chosen to ask students at a bilingual school in Bogota, Colombia to reflect on the extent to which they believe school or other sources have had an impact on their ability to acquire and use the attributes. The means by which I obtained information from the students is presented and justified in Chapter 4 when I address Research Methods. I would like to think that, with modifications, the research tools that I explain here may be of interest to IB practitioners or researchers interested in obtaining information about student perceptions of the efficacy of the IB objective to educate students to have the attributes of the IB Learner Profile, and if this leads to students being ‘internationally minded’, whatever that may mean (see my discussion of this term at the end of chapter 2).

The investigation intends to establish, from the students’ perspective, whether it is the teachers, school and / or curriculum that provide them with the opportunity to acquire and develop the IB Learner Profile attributes, or if these are attributes that the students believe that they have developed in their family or from experiences with peers and / or adults outside the school. I also intend to ascertain the extent to which there are attributes that students find it difficult to acquire and put into practice on a regular basis. I am also interested in whether or not there are attributes which the students consider to be of more importance than others, or if all have a similar or same weighting. I will present the data and opinions that I obtain in Chapter 5, then go onto discuss these in Chapter 6.

## Chapter 2: Literature Review

### *2.1 A socio-psychological discussion of the “Type of learner”*

#### 2.1.1 Introduction

At the heart of the research which I intend to carry out is an interest in the International Baccalaureate’s claim of what international education is all about and curiosity about how successful schools are in delivering it. According to Ian Hill, ex Deputy Director of the IB, “the ‘IB Learner Profile’ (is) a significant advance in defining international mindedness – a concept at the centre of international education (Hill, 2007: 25; see also Davy, 2011). According to this statement there is an inextricable link between the IB Learner Profile and international mindedness, both of which are (the) key ingredients of an international education. If the IB Learner Profile is of such crucial importance, one would think that the IB would provide sound theoretical justification for this. However, as I show in the next section, this does not seem to be the case.

#### 2.1.2 Theoretical base of the IB learner profile

The International Baccalaureate states the “attributes and descriptors of the Learner Profile define the type of learner the IB hopes to develop” (IBO, 2009b:1). The IB also states that “learner” not only refers to students, but also the adults involved in delivering any of the three IB programmes (op.cit: 1) (but now four IB programmes). With the use of the modifying expression “type of”, and the discourse of the descriptors, it is clear that the IB aims to educate the learner to have certain values, attitudes and types of behaviour. Rather than just being concerned with the “type of learner” and the associated study skills that one may expect a learner to have, the IB includes attributes such as “Principled”, “risk-taker” and “open-minded” which, I would argue are not only applicable to academic contexts. Surely these attributes are just as important outside the class or the school. So it seems that the IB sets out, through the attributes of the IB Learner Profile, to educate not only the type of learner, but the type of person. Indeed, this is in keeping the aims of the IB’s mission statement previously alluded to of making the world a more peaceful place and accepting that other people’s opinions can “also be right”. The IB Learner Profile, then, sets out the attributes that a person is expected to have in order to be

internationally minded which, according to Hill's statement just referred to, is a key aspect of an international education. This being the case, one would think that the IB would take some care to define the term "attribute" and explain the psychological or socio-psychological concept of the learner / person and justify why the attributes that form the IB Learner Profile were chosen and how they can enable someone to be internationally minded. Before I continue looking at the attributes of the IB Learner Profile, I will quickly establish the perspective from which I am approaching the term 'internationally minded'. First of all, it seems that there is a lack of agreement on exactly what 'international mindedness' is, and there is no sign of a single definition for this term (Harwood and Bailey, 2012). Lai et al refer to several writers when they say that International mindedness can represent "cosmopolitan values and global citizenship ..... critical knowledge and skills for global interdependence .... and .... be the essence and aim of international education" (Lai et al, 2014:78). On the other hand, Singh and Qi say that the IB isolates the concepts of multilingualism, intercultural understanding and global engagement to be "integral to international mindedness" (Singh & Qi, 2013:5) and that these are reflected in the attributes of the IB Learner Profile. Singh and Qi then go on to propose five other concepts more indicative of a 21<sup>st</sup> century education, which they have gleaned from the literature; "planetary intellectual conversations, pedagogies of intellectual equality, Planetary education, post-monolingual language learning and Bringing forward non-Western knowledge" (Singh & Qi, 2013:6). I do not have space to evaluate the merits or weaknesses of the other perspectives on international mindedness, but the fact that there are a number of ways of interpreting the concept of international mindedness suggests that schools cannot take it for granted that all teachers and other staff will have the same perceptions of this concept. For the purpose of this research I will focus on the IB representation of international mindedness. Just as the IB requires that teachers and adults in an IB school model the attributes of the IB Learner Profile, so it stands to reason that they should also be conscious that they are developing students to be international minded by doing so. However, according to Gigliotti-Labay, this is not always the case (Gigliotti-Labay, 2010). In addition, and to reinforce the notion mentioned earlier that schools need to ensure that all teachers and staff are on the same page, it is worth reflecting on the observation of Kelchtermans that teachers need to have a clear idea of their sense of self and how to



project this to the students (Kelchtermans, 2009). Not only that, but teachers should engage in reflection to have “understanding of one’s actions in the context of that particular school or institute, at that particular time, in that particular social, political and cultural environment” (Kelchtermans, 2009:269). In other words, irrespective of his / her own perspectives on what international mindedness might mean, or which attributes a teacher thinks students should have, when s/he works for an IB school s/he needs to project the values of the school and the IB.

I digressed a little there, but I think it was important to clarify my position. To get back to the attributes of the IB Learner Profile, the IB seems to have contradictory or inconsistent positions with regard to the degree of academic justification that it resorted to in order to explain the components and function of the IB Learner Profile. On the one hand it has produced, or requested, a number of papers that seek to clarify or justify its position concerning the IB Learner Profile (Bullock, undated; IB, 2013; Singh and Qi, 2013), while on the other hand it takes the position of eschewing the need to justify academically the IB Learner Profile when it writes:

“As a statement of educational values, the IB Learner Profile is justified on the basis of shared understandings of a particular community of practice rather than by formal academic research into effective educational practices.” (IB, 2013:9)

It seems that the IB, in keeping with this contradiction, avoids clarifying the socio-psychological concept of what it sees as being the “type of learner / person” or how it perceives the attributes of the IB Learner Profile when it states:

“Other terms associated with this understanding of the Learner Profile include motivation, capacity, commitments, aptitudes, traits, character, habits of mind, and so on.” (IB, 2013:9)

“And so on”. Hardly what one would expect in academic discourse. It is, perhaps, not surprising that the IB fails to specify which one(s) of the concepts mentioned in the previous quote, if any, could contribute to a theoretical position concerning the way in which the learner is to embody the attributes (whatever is meant by this term) of the Learner Profile.

As part of the research presented here I suggest the concept ‘dispositions’ may reflect the functioning of the attributes of the IB Learner Profile. This is discussed later on in this chapter. But before I get to that I will address some of the other concepts that were mentioned in the quote from the IB, namely those of “motivation” and “traits”. I will discuss ‘motivation’ as, by using the verb “strive” in its preface to presenting the attributes of the IB Learner Profile, the IB indicates that motivation is a key concept in relation to the IB Learner Profile. And I will consider ‘traits’ and ‘character’ and show that neither of these are appropriate terms to use when referring to the type of person, and that the concept of “self” is more appropriate. I will complete the literature review by considering the changes that have taken place in the description of the attributes of the IB Learner Profile, and then suggest that the term ‘attributes’ is inadequate and should be replaced by the concept of ‘dispositions’. I prefer the term ‘disposition’ as my analysis shows that this has a more robust literature associated with its use and conceptual definition than that of the term ‘attributes’. (see section 2.2.5 in this thesis and also the American Association of School Librarians’ publication ‘Standards for the 21<sup>st</sup> Century Learner’(2007), Scheerens et al, (2007) and Stooksberry et al. (2009)).

### 2.1.3 Motivation

I am going to preface my discussion with the hardly optimistic observation made by Zörnyei and Ushioda that “no existing motivation theory to date has managed – or even attempted – to offer a comprehensive and integrative account of all the main types of possible motives” (Dörnyei & Ushioda, 2013:4) and that .... “contemporary motivational psychology is in a considerable state of flux with a number of parallel developments taking place and new directions emerging” (op.cit: 12). Dörnyei and Ushioda do not go into detail here, but they do go on to mention several approaches to perceiving motivation that emerged in the last decade or two (see below). But the point they make may be valid, namely, that motivation is a concept about which there is no single theory to explain it, and what was propounded in the past is now being supplanted by other theories which need not be compatible with what went before. Motivation, then, is incredibly complex, so here I will limit myself to a brief discussion in which I will attempt to place the IB’s commitment to motivation in

perspective and consider some of the issues that need to be addressed with regard to the applicability of motivation in the context of the IB Learner Profile.

It goes without saying that motivation in education is hardly the prerogative of the IB. On the cover of their prospectus for 2015/16, Cambridge International Examinations state “we prepare students for life, helping them develop an informed curiosity and a lasting passion for learning” (CIE, 2015). This, I would suggest, necessitates enabling students to be motivated to learn. The Victoria State government of Australia has, as its second “principle of learning and teaching”, the injunction that “the learning environment promotes independence, interdependence and self-motivation” (Victoria State Government, 2013). Then there is the observation of Emily Richmond who, when writing in *The Atlantic* in 2012 about student achievement noted “A new report from the Center on Educational Policy suggests student motivation is a potential missing ingredient ... and (it) deserves more attention from educators, parents, community organizations, and policy makers” (Richmond, 2012). So, whether it is for national or international systems of education, it seems to be recognized that student motivation is important. But what does it actually mean to say that a student is “motivated”, and what should they be motivated to do?

A number of writers have addressed what it means to be motivated in the field of education, among whom we find Deci et al referring to self-determination in motivation (Deci et al, 1991), Wigfield and Eccles discussing expectancy-value theory of motivation (Wigfield and Eccles, 2000), and Brophy reflecting on the importance of values and certain learning domains (Brophy, 1999), not to mention the number of writers that have addressed the dichotomy of intrinsic and extrinsic motivation in education (see, among others, Harter, 1981, Noels et al, 1999, Ryan and Deci, 2000, Lepper et al, 2005 and Hennessey, 2015).

From the perspective of the International Baccalaureate, ‘motivation’ is referred to in the introductory statement found in all references to the IB Learner Profile and corroborated by the IB when it writes:

“Learner Profile attributes represent an expression of an intent to be—and to keep on becoming—the kind of person who is and wants to become more knowledgeable,

caring, balanced, principled, open-minded, reflective, a risk-taker, an inquirer, a communicator, a thinker. Here, the introduction to the Learner Profile is important (“IB learners strive to be ...”).(IB, 2013:10)

Bullock comments on the role of motivation in learning and relates it to the IB Learner Profile when considering the conative or personal aspect of learning. However, she claims that motivation only applies to the attributes of Inquirers and Principled in the IB Learner Profile (Bullock, undated), rather than all the attributes, which is what the IB does in the quote given above. Personally speaking, I would agree with the IB that motivation is a function that learners could apply to most, if not all of the attributes, and would suggest that one could make use of the definition of motivation proposed by Dörnyei and Ushioda to provide conceptual clarity to this term, namely, that motivation “concerns the *direction* and *magnitude* of human behavior” (their emphasis) which is then responsible for “why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it” (Dörnyei and Ushioda, 2013:4).

If we accept this definition of motivation, of interest here is how schools can influence students to have and then make use of motivation. Bullock comments on the importance of goals and feedback in her literature review of motivation (Bullock, undated) which, by extension, suggests that teachers have a key role to play as they would largely provide feedback to students and help them set goals. But as well as goals and feedback, it may be that contextual factors also have a key role to play in shaping the degree of motivation that a student can have, specifically, a) instructional context, and b) social and cultural influences. The former includes, for example, things such as what the student does, the purpose s/he perceives in the task and how s/he is evaluated. The latter incorporates the people who the learner has contact with and the environmental settings (see Dörnyei and Ushioda, 2013). According to this view of motivation, the teacher has a role to play in shaping the students degree of motivation, but other participants in the learning environment and the context in which learning takes place can have an impact on the learner’s motivation. Accordingly, when conducting research into learner motivation to develop the attributes of the IB Learner Profile it is necessary to consider student perceptions as

to the extent to which they have been influenced by significant others or their environment, as well as teachers.

I believe that an important factor has been overlooked here, namely, the extent to which the learners themselves conscientiously make decisions to be motivated to acquire or develop attributes. Not only that, but we need to consider the notion that, just as certain experiences or contact with significant others may lead to increased motivation, so it may also be the case that the learner's sense of motivation diminishes with 'negative' contact with certain significant others or experiences. It is here that the type of person that the learner is plays an important role in determining whether or not a particular experience leads to enhanced or diminished degrees of motivation, and it is to this that I now turn as I consider the socio-psychological constructs of character, personality (traits) and self. There is not enough space to analyse each of these concepts in detail, but I hope that the brief discussions I provide are sufficient to indicate why I believe that the terms Character and Personality are not appropriate to use in the context of the IB Learner Profile, but Self is.

#### 2.1.4 Character

Ball claims that one of the purposes of education is "formation of character" (Ball, 1995:25). This sentiment is echoed by initiatives in the USA to provide Character education (see: <http://www2.ed.gov/teachers/how/character/edpicks.jhtml> , <http://www.charactered.net/> <https://character.org/> , <http://www.goodcharacter.com/> , <http://characterfirsteducation.com/c/curriculum.php> ). Furthermore, character has been directly linked to the attributes of the IB Learner Profile not only by the IB, but also by Starr, who claims "character development is central to student learning and also ..... the IB Learner Profile" (Starr, 2012:116). But what exactly is character, and how does the concept in psychology differ from that found in everyday language?

Character has been defined as "an individual's set of psychological characteristics that affect that person's ability and inclination to function morally" (Berkowitz, 2002:48). It has also been suggested that "a character trait is deeper than a personality trait, and the judgment goes deeper too" (Goldie, 2004:4). Peterson and

Seligman posit the existence of levels of representation of character in their theory of character. They claim that character can be seen as consisting of three levels of representation, where first there are virtues, which can be displayed by character strengths, which in turn are manifested through situational themes. The situational themes do not concern us here, but the virtues and character strengths are set out in table 1 to enable comparison with attributes of the IB Learner Profile.

It can be seen that most of the attributes of the IB Learner Profile are found in character strengths, if not using identical terminology, such as “open-minded”, then

LEVEL 1 – VIRTUES	LEVEL 2 – CHARACTER STRENGTHS
Wisdom and knowledge	Creativity (originality, ingenuity) Curiosity (interest, novelty-seeking, openness to experience) Open-mindedness (judgement, critical thinking) Love of learning Perspective
Courage	Bravery (valor) Persistence (perseverance, industriousness) Integrity (authenticity, honesty) Vitality (zest, enthusiasm, vigor, energy)
Humanity	Love Kindness (generosity, nurturance, care, compassion, altruistic love, “niceness”) Social intelligence (emotional intelligence, personal intelligence)
Justice	Citizenship (social responsibility, loyalty, teamwork) Fairness Leadership
Temperance	Forgiveness and mercy Humility / modesty Prudence Self-regulation (self-control)
Transcendence	Appreciation of beauty and excellence (awe, wonder, elevation) Gratitude Hope (optimism, future-mindedness, future orientation) Humour, Spirituality

Table 1: levels of character (adapted from Peterson & Seligman, 2004).

using synonyms (eg. “curiosity” for “inquirers”). It would seem, therefore, that research into the IB Learner Profile could be conducted through the lens of character. Indeed, it may be suggested that at least some of the values and attitudes reflected by the attributes of the IB Learner Profile are similar to values which form good character. However, if all we are interested in is promoting good character, then why not use this term to begin with, rather than talk about the “type of learner”? It would seem that, while (some of) the values referred to in character are reflected in the IB learner attributes, some of the attributes, such as “reflective” or “communicator” are different to defining character. We may say, as Hutcheon suggests:

“In the end, most of us would agree that what character amounts to is an identifiable value system reflecting good old-fashioned morality – honesty, responsibility, respect for the law, concern for others – or common human decency”. (Hutcheon, 1999:92)

Obviously, it is important that internationally minded people have good character if they are to be more empathetic of people that are different to them and work towards achieving the IB’s mission statement. However, having good character is not necessarily synonymous with being an internationally minded learner, so it is necessary to consider another concept which can be used when referring to the type of person / learner that the IB has in mind, so now I will briefly look at personality, which is another term which the IB suggests can be associated with the attributes of the IB Learner Profile.

#### 2.1.5 Personality (traits)

According to Hergenhahn, no single theory exists which can give a full account of what personality is. Instead, he recommends that “the best understanding of personality is provided by the composite of many theories of personality” (Hergenhahn, 1994:2). He goes on to discuss how aspects of personality can be accounted for by theories based on genetics, traits, sociocultural determinants, learning, existential-humanistic considerations, unconscious mechanisms and cognitive processes (Hergenhahn, 1994). With such a broad range of theories, it is hardly surprising that a single definition of personality does not exist. Despite this observation, Burger suggests that one definition of personality could be “consistent

behaviour patterns and intrapersonal processes originating within the individual” (Burger, 2011:4). Here, we have problems applying this to the IB Learner Profile as not all attributes of the IB Learner Profile are related to ‘behaviour patterns’; for example, being knowledgeable is hardly a behaviour pattern. To counter Burger’s position on the meaning of personality we can draw on what De Raad and Schouwenburg have written. They state: “while dispositional and affective conceptions form the kernel around which basic personality research revolves, interest in personality from the field of education and learning is more in cognition and conation.” (De Raad and Schouwenburg, 1996:308). They go on to make the claim that “successful school learning depends on many personal characteristics other than intelligence, such as persistence, interest in school, and willingness to study” (op.cit: 309) and produce a source for this claim. I am not sure that the three personal characteristics that they provide count as ‘*many* personal characteristics’ (my emphasis), but I understand the point that they are trying to make, namely that successful learning (whatever that may be) requires learners to have certain personal characteristics. It could be argued that, from the perspective of the IB, the attributes of the IB Learner Profile reflect the personal characteristics from the perspective of the IB which will lead learners to be internationally minded and put the IB mission into effect. There is, then, a certain degree of compatibility with the approach to personality expressed here and the IB Learner Profile, but it seems to be more restricted in scope than the attributes of the IB Learner Profile allow for.

It may be that an alternative appreciation of personality could be found in trait theory, where Pervin notes “a disposition to behave expressing itself in consistent patterns of functioning across a range of situations” (Pervin, 1994:108), though he later adds that this definition has now been extended to apply to “thoughts, feelings and motives as well as overt behavior” (Pervin, op.cit). On the basis of this definition, it may well be that the IB Learner Profile could be viewed through the lens of traits. However, there seems to be a lack of clarity concerning the extent to which traits are inherited and the extent to which they are influenced by the environment (Perkins, 1994). If traits are inherited, then it would not be viable to base the ‘type of learner’ on traits as it would not allow for the development of attributes. I mentioned earlier in this chapter that motivation is a key element of the IB Learner Profile as it is recognized that learners will probably need to develop and



continue to embellish the attributes of the IB Learner Profile. This dynamic, proactive approach to developing attributes seems to be contrary to the genetic or situationally influenced position of traits and the suggestion that behavior can, to a certain degree, be consistent and anticipated based on study of the person (Thomas, 1980 and Hergenhahn, 1994).

Accordingly, the concept of personality does not seem to be the appropriate concept to use as a theoretical base to describe the type of learner. So what can be used as the theoretical basis for a study of the type of learner as seen by the IB Learner Profile?

I would suggest that the answer can be found in the study of learners from the perspective of the Self which, by definition, is an introspective analysis which asks students to reflect on their attributes and provide (subjective) evaluations of what they think they are like (Brown, 1998:3). To give an example of the difference between a study from a Personality perspective compared with that from a Self perspective, I can provide a personal example; I am a fluent bilingual English / Spanish speaker. To my ear, and when I compare my pronunciation to that of native speakers of Spanish in Colombia, I have little trace of an accent when I speak Spanish. However, I have been told by many people that my accent is strongly influenced by my pronunciation of English when I speak Spanish. From a Self perspective, I would rate myself highly as being bilingual, but from a Personality perspective I would not come off so well.

The above example perhaps clarifies what has been called different versions of the self. Thomas, referring to Zahran, suggests that there are three types of self; the actual self, the self that is perceived by others, and the self the person would like to become (Thomas, 1980). Rather than talking of three types of self, I would suggest that there is just one type of self which is the self as perceived by the person. The self as perceived by the other, as shown in the previous paragraph, is a self from the psychology of personality studies, while the ideal self, or the self that the person wants to be, is the perceived self with the application of motivation to develop underperforming features which, when acquired, will enter the realm of the perceived self.

#### 2.1.6.i The Self: General considerations

To conduct research using the self as the theoretical focus is somewhat daunting. To begin with, there is the claim that research into self has “reached gigantic proportions” (Hansford and Hattie, 1982:123) or is “enormous” (Robins, et al, 1999:423). Neither of these claims is quantified, so we are unable to know what makes “gigantic proportions” or what is meant by “enormous”. That said Woolfolk et al claim that in the 1970s about 5% of papers published in psychology were about the Self, but by 2000 this figure had risen to around 14% (Woolfolk et al, 2013). I carried out a search on google for the term “self-concept” and this returned 2,780,000,000 hits on 9th July, 2015, while on scholar.google there were 1,270,000 entries on the same day. Although Burden refers to fewer publications (he mentions hundreds or thousands of papers), he makes the more damning claim when referring to the self concept, that “its definition and measurement (however) have continued to prove elusive and contentious” (Burden, 1998:291). Rather than saying that the definition is elusive, I would say that the self or self concept has as many definitions as are required depending on the focus or perspective of the research which is being carried out. In this respect I would like to make reference to my discussion of the term ‘international education’, in which I made use of the concept of ‘field’ (Wells, 2011). I believe that it is necessary to delimit the parameters of the field ‘self’ or self concept, and I will make use of some general discussions, then move onto specific ones that relate to the Self in education. Byrne states that Shavelson was aware of 17 definitions of self concept (Byrne, 1984) and, rather than conduct an analysis of all of these and run the risk of being side-tracked from my principle aim of justifying the conceptual framework for my research, I will be selective when discussing definitions of self to those that are most applicable to the situation that I have worked in.

When embarking on a discussion of self most, if not all, researchers make reference to the concept of self as mapped out by William James (for a small sample see Damon and Hart, 1988, Elliot, 2008, Hansford and Hattie, 1982, Harter, 2012, LeDoux, 2002, McAdams, 1996 and Purkey, Stanley, 2002, and Thomas, 1980) and often use this or variations of it in their research. James postulated that the self could be perceived as consisting of two components. There is what has been termed the “me”, or self as object, which consists of a number of qualities of varying importance

which distinguish individuals. These can fall into three categories, namely the material, social and spiritual (Damon and Hart, 1988 and Purkey and Stanley, 2002). On the other hand, there is the self-as-I, or self as subject, which reflects the consciousness of one's attributes and the ability to modify them. Damon and Hart describe this as:

“(1)An awareness of one's agency over life events; (2) an awareness of the uniqueness of one's life experiences; (3) an awareness of one's personal continuity; and (4) an awareness of one's own awareness.” (Damon and Hart, 1988:6)

It is with regard to the interconnectedness between these two features of the self, combined with the notion of motivation, which I aim to develop the methods to conduct investigation into the students' perceptions of the extent to which they reflect the attributes of the IB Learner Profile. I think it is interesting to see whether the students think that they are responsible for the acquisition and development of the attributes; whether or not the development of the attributes make them different in some way to other students that are not IB students; whether or not the students think that they have developed the attributes over time, and if development of the attributes have changed them in anyway; and the extent to which they are conscious of the attributes and the need to continue to work at improving them. As Tate says, “one of the main purposes of education must be to help people develop a sense of identity, decide who they are or who they want to be” (Tate, 2004:5). I believe that the conceptual framework of self-understanding as proposed by Damon and Hart comes closest to the perspective from which I wish to analyse the development of self as seen through the lens of the attributes of the IB Learner Profile.

A second benefit of using this approach to delimiting the field of self is that Damon and Hart propose four stages of development that may coincide with ages of students (see figure 1, Damon and Hart, 1988:56), though they do make reference to the claim that there not need be hard and fast correspondence between the stages of development and the age of the student or, as they put it, the developmental level (Damon and Hart, 1988). Other psychologists also propose stages of development (see, for example, Brown, 1998, Côté, 2009 and Harter, 2012), but I consider that Damon and Harter's model is more robust and has the potential to influence the research into IB students.

When we consider the model of self-understanding as presented by Damon and Hart we can see that the concept of motivation is subsumed under the concept of the self-as-I as the learner continues to reflect on and develop his / her attributes, while at the

Developmental Level	The Self-As-Object										The Self-As-Subject		
	Continuity										Distinctness		
	General Organizing Principle										Categorical Identifications		
	Physical Self										Psychological Self		
	Active Self										Social Self		
4. Late Adolescence	Systematic Beliefs and Plans	Physical Attributes Reflecting Volitional Choices, or Personal and Moral Standards	Active Attributes That Reflect Choices, Personal or Moral Standards	Moral or Personal Choices Concerning Social Relations or Characteristics	Belief Systems, Personal Philosophy, Self's Own Thought Processes	Relations Between Past, Present, and Future Series	Unique Subjective Experience and Interpretations of Events	Communication and Reciprocal Interaction Influence Self	Personal and Moral Evaluations Influence Self				
3. Early Adolescence	Inter-personal Implications	Physical Attributes That Influence Social Appeal and Social Interactions	Active Attributes That Influence Social Appeal & Social Interactions	Social, Personally Characteristics	Social Sensitivity, Communicative Competence, & Other Psychologically Related Social Skills	Ongoing Recognition of Self by Others	Comparisons Between Self and Other Along Isolated Dimensions	External, Uncontrollable Factors Determine Self	Agency				
2. Middle & Late Childhood	Comparative Assessments	Capability - Related Physical Attributes	Abilities Relative to Others, Self or Normative Standards	Abilities or Acts Considered in Light of Others' Reactions	Knowledge, Cognitive Abilities, or Ability-Related Emotions	Permanent and Active Capabilities and Invariable Self Characteristics	Categorical Identifications						
1. Early Childhood	Categorical Identifications	Bodily Properties or Material Possessions	Typical Behavior	Fact of Membership in Particular Social Relations or Groups	Momentary Moods, Feelings, Preferences & Aversions								

Figure 1: Developmental stages of self-understanding (Damon and Hart, 1988:56)

same time the self-as-me conceptualizes the presence in the person of the attributes. At some time it may be of interest to the IB to follow the example of Purkey and Stanley (2002), who suggest that the “me” features of the self can be divided into attributes and also categories. The adjectives of the IB Learner Profile (such as caring, open-minded, balanced, reflective, principled and knowledgeable) are attributes here, while the abstract nouns (eg. Risk-takers, inquirers, thinkers and communicators) are categories. Using this schemata, we could see ‘principled risk-takers’, ‘knowledgeable inquirers’ or ‘caring communicator’ or any of the other combinations that are possible. However, for the moment I think that by using the concept of self-understanding (Damon and Hart, 1988), bearing in mind the developmental phases, there is a conceptual base to the research I carried out.

Up till now I have been considering the self as a concept in relation to the development of people in a general context. Undoubtedly it is of interest to review the more specific research related to the development of self in an educational context and consider how education affects the self.

#### 2.1.6.ii The Self and education: development of learners

That education should attempt to not only provide students with academic skills and knowledge but also inculcate at least positive attitudes, behaviour and values seems obvious (UNESCO, 2015). The question that interests me is how successful educators are, and more specifically schools that offer the IB programmes in doing this, and how this can be measured. There are league tables that show the results of academic performance by schools both nationally and also internationally, and one could assume that performance by students in exams is due to guidance that they are given at school. But where is the evidence, and what research has been undertaken, that can draw an incontrovertible relationship between the impact of school and the type of people that learners are and become?

When considering international education, Skelton notes “there have been numerous attempts to plot the development of international-mindedness, all of which implicitly or explicitly take into account the progress of the development of ‘self’” (Skelton, 2007:381). However, after Skelton states this, he makes no reference to studies or reports which would provide evidence of his claim. On the other hand, in her review

of the attributes of the IB Learner Profile, Bullock spends some time addressing different variations of the self, such as self-concept, self-esteem, self-worth and self-perception (Bullock, undated) and studies that have been made into these. She states “self-concept, in various guises, has been explored to determine how an individual’s feelings, values, expectations and attitudes in different situations influence his or her learning” (Bullock, undated: 11). She makes reference to Self-concept, as well as the other variations of self, to provide some justification for what she terms the IB learner attributes that are indicative of the affective aspect of learning, namely Caring, Risk-takers and Balanced (Bullock, undated). She may be right here. Perhaps self-concept does just impact these attributes. However, there is scant reference to research evidence to either confirm or negate this claim, and Bullock is surprisingly sparse with her reference to research of self in educational settings. Perhaps that is not surprising. Rayner suggests that there is “relatively little work on the relationship between learning, behavior and self-concept” (Rayner, 2001:39), although he later claims that there is a belief that there is a link between these concepts. However, here Rayner seems to have the same problem as Bullock has, where he makes a sweeping comment about the relation (or lack of it) between the self and features of learning, but is unable to substantiate it with evidence from research or other theoretical positions. What does seem to be the case is the belief that the influence of education on self has the potential to be significant, or at least the belief that educators are able to influence the self in order to enhance academic learning (Marsh, 1993, Meece and Schaefer, 2010, Pajares and Schunk, 2001, Shavelson and Bolus, 1982, Thomas, 1980, and UNESCO, 2015). Other researchers have stated that “Educational stimuli of one kind or another surround and shape the self” (Goodlad, 1997:147). And Jacobs, Bleeker and Constantino claim that “the developing self is certainly affected by children’s experiences at school” (Jacobs et al, 2003:45).

Rather than attempting to conduct research that seeks to measure the veracity of these claims from the adults’ / educators’ / establishments’ position, I aim to tap into the perceptions of IB MYP and Diploma students and ask them to reflect on the extent to which they believe they have been influenced by educators in terms of the development of their self or selves. All too often it seems that claims are made by psychologists on the effectiveness of school on the development of attributes in the learner, but the evaluation tools tend to be focused on the self-as-me perspective and

focus on asking the students to comment on the degree of command of study skills without being able to gauge the extent to which the learner attributes this to their experience at school. Burden, who developed the Myself-As-Learner-Scale (MALS) (Burden, 2014) is a case in point here. The survey, with its easy to score scale and interpretation, is a relatively easy application to measure student abilities. But the results do not inform us, in themselves, if the skills (or lack of them) are a result of the impact of learning opportunities at school or are a reflection of parental upbringing, the influence of their friends, or experiences that they have had outside school. In other words, they address issues of the self-as-me, but not the self-as-I. Burden makes use of teacher comments on students, as well as comparing their scores on other tests to reinforce the reliability for the MALS survey. In other words, we have confirmation of what the learner is like, but we cannot say what the learner's skills or way of being are, or can be, attributed to. When I discuss the methods that I designed for this research in chapter 3, this is a point that I will return to.

For the time being, I would suggest that there seems to have been little effective research into eliciting the impact of the educators or schools on the way of being of the students due to the fact that inappropriate research tools have been used. It seems that research tends to focus on requiring students to reflect on their abilities (or lack of them) rather than asking them to reflect on what they attribute these abilities (or lack of them) to. If this is true of education in general, then it is even more so when it comes to conducting research into the efficacy of international education. As I have previously mentioned, I am particularly interested in the extent to which the International Baccalaureate and the schools that offer its programmes have been able to educate students so that they are internationally minded and reflect the attributes of the IB Learner Profile as well as the values, attitudes and behavior that are subsumed by the attributes.

In order to justify the methods that I use for conducting the research, I will now consider the attributes of the IB Learner Profile and how these have changed (or not) over time.

## *2.2 Literature Review (II) – The IB Learner Profile*

### 2.2.1 Introduction

The IB Learner Profile is a crucial element of the IB programmes. Since 2008 it has been found at the beginning of the subject guides, teacher support material and position papers that the IB has published. It features prominently in IB workshops for teachers. It is the object of calls for research and data on the Online Curriculum Centre of the International Baccalaureate. It is said to reflect the mission and philosophy of the IB. As such, study of the attributes of the IB Learner Profile and their promotion in IB schools is of interest not only because it is through these that the IB mission is largely put into effect, but also because the IB is expanding at a phenomenal rate and a growing number of students are receiving an IB education. The International Baccalaureate Organisation offers four programmes of study that, on 10<sup>th</sup> August, 2015, are offered by 4,267 schools in 143 countries to more than 1,000,000 students (IB, 2015). By 2020 the IB expects there to be more than 10,000 schools and more than 2,500,000 students following IB programmes (IB, 2012b). The rate at which the IB is expanding throughout the world is testimony to the high quality of its programmes and the esteem in which it is held not only by educators, but also governments (IB, 2012c). And yet, research into the extent to which learners reflect the attributes is scant (Billig et al, 2014, Cause, 2009, Rizvi et al, 2014, Starr, 2012 and Walker et al, 2015), and theoretical justification for the attributes was only published in a literature review by Bullock, undated, some eleven years after they first appeared as the Student Profile in the PYP.

The International Baccalaureate's Learner Profile started life as the PYP student profile (see Wells, 2011 and later in this chapter for a discussion of some of the theoretical issues concerning the change from the PYP student profile to the IB Learner Profile), and contains ten attributes (IBO, 2006, 2009, 2013) whose descriptions have been modified with each review, but none of the attributes have changed, with the exception of "well-balanced" to "balanced" in 2006. The attributes, in themselves, reflect positive expectations concerning how students should approach learning, behave in general and think about issues concerning themselves and others. As such, few would argue with Bullock's claim that the Learner Profile is a "good thing" (Bullock, undated:2). But what exactly is this



“thing”? How is this “thing” transmitted or taught? How are students monitored or evaluated to see if they embody or reflect this “thing”? And how different is this “thing” to the values, behaviours and attitudes reflected in Character education, Citizenship or Global citizenship that is promoted by other educational systems? This section of the literary review seeks to engage critically with information from IB publications and other sources in attempt to provide answers to these questions.

### 2.2.2 The PYP Student Profile

The Diploma Programme of the IB was first offered in 1968, and the MYP appeared on the scene in 1994. However, it was with the appearance of the PYP in 1997 that the IB first set forth a set of attributes to describe the kind of learner that it hoped to form (Consulted <http://www.ibo.org/en/programmes/> on 24<sup>th</sup> December, 2014). At the very start of the document “Making the PYP happen” (IB, 2000) there is a section entitled ‘What are the beliefs and values that drive the PYP?’. As well as referring to the IB mission statement, the PYP student profile played a central role in responding to this question. The ten attributes of the PYP student profile (Inquirers, Thinkers, Communicators, Risk-takers, Knowledgeable, Principled, Caring, Open-minded, Well-balanced and reflective (IB, 2000:4) were said to describe “the kind of student who we hope will graduate from PYP schools, the kind of person we would proudly call an internationalist” (IBO, 2000:3). But what does it mean to be an “internationalist”? The IB responded, somewhat tautologically “From the PYP’s perspective it is a person with the attributes and dispositions described in the student profile” (IBO, 2000:4). Note that when the Student Profile was first presented, the document referred to ten attributes of the IB student profile, now it has conflated this to ‘attributes and dispositions’. Unfortunately, the IB does not define either of these concepts, and it only presented justification for the choice of the attributes or dispositions found in the PYP student profile on the basis of neither psychological nor sociological theories with the Bullock paper, undated. At the time of launching the Student Profile the PYP describes the attributes or dispositions that it seeks to promote. I will analyse these descriptions shortly, but for the moment I will return to the first quote and point out that the PYP makes reference to a ‘kind of student’ or ‘kind of person’. Four of the attributes are proper nouns (inquirers, thinkers, communicators and risk-takers), while the other six (knowledgeable, principled,

caring, open-minded, well-balanced and reflective) are adjectives. These attributes or dispositions are described in the guide in terms of what the student can do and also, through the use of adverbs and adjectives, how they will do it:

Inquirers – *actively* enjoy learning ...

Thinkers – exercise initiative in applying thinking skills *critically* and *creatively*

Communicators – express ideas and information *confidently*

Risk-takers – They approach unfamiliar situations *without anxiety* .... They are *courageous* ...

Reflective – They give *thoughtful* consideration to their own learning ... (my emphasis throughout)  
(IBO, 2000:4)

It would seem that the IB intended that, by following the PYP curriculum, students would not only further their knowledge, but would also develop particular dispositions, as reflected by the adverbs and adjectives emphasised above, which specify the way in which they engage with the learning process, other people, and circumstances outside the class. This point is reinforced by specific reference to the attitudes that the PYP considered to be crucial to instill in students, namely: appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect and tolerance (IBO, 2000:35). The guide then goes on to state “it is essential that we address them (the attitudes) consciously, professionally and explicitly within the written curriculum, that we design activities which promote positive attitudes and that we consider attitudes when we are designing assessment strategies” (op.cit:35). Curiously, an updated version of the guide points out that while some of the attitudes may be echoed in the attributes (now of the Learner Profile), it is not intended that there be “one-to-one correspondence between the attitudes and the attributes of the profile” (IBO, 2009b :5). Instead, it seems that the attitudes complement the attributes of the profile. Interestingly, the attitudes are not referred to in the MYP nor the Diploma guides for implementing their respective programmes.

In summary, it can be seen that as from 2000 the Student Profile of the PYP put forward 10 attributes that were considered necessary to be promoted in young learners. These were complemented by twelve positive attitudes, some of which coincided with enhancing some of the attributes. The attributes of the PYP student profile are obviously laudable, and the IBO decided that they would serve as a means of ensuring a sense of continuity between all of its programmes. This led to the creation of the IB Learner Profile, which is discussed now.

### 2.2.3 Change from the PYP Student Profile to the IB Learner Profile

The move from the PYP Student Profile to the IB Learner Profile occurred in 2006 with the publication of 'The IB Learner Profile Booklet'. Marshman informs us that "despite some opposition during discussions held between 2002 and 2005, (the IB Learner Profile) was eventually adopted with minor modifications as describing attributes desirable in all three programmes" (Marshman, 2010:10). He does not elaborate on what the opposition was, nor does he discuss the "minor modifications". I will consider the modifications, though the extent to which they are "minor" is, I would suggest, a point of contention. It is of interest to note that the changes made to the IB Learner Profile in 2013 have also been described as "modestly revising some of the descriptors" (IBO, 2013). Again, the extent to which the changes in the wording of the descriptors can be seen as being "modest" is open to debate.

First, while the attributes of the student profile were said to describe the kind of student that should be educated during the Primary years of schooling, the attributes of the IB Learner Profile not only included students up to the age of 19, but also adults in the school community (IBO, 2009b:3). I would suggest that to extend the coverage of the attributes of the IB Learner Profile, while understandable, to "school leadership, staff and even parents – (who) need to model the beliefs, values and behaviour indicated in the Learner Profile" (IBO, 2009b:3) is somewhat more than a "minor modification".

A second modification that we can observe is that the attributes named in the PYP student profile are the same as those in the IB Learner Profile, with the exception of "well-balanced" in the former, which becomes "balanced" in the latter. There is no explanation as to why this attribute is changed; if it is a minor change, then one

wonders why it was changed, and if it is a significant change, one wonders why there is no explanation of this. A similar change takes place in 2013, with the grammatical subject of the descriptors changing from “they” to “we” in all of the descriptors. No explanation is given for this but it is, arguably, a significant change of focus from commenting on what learners are expected to do, to stating that members of the IB community need to take personal responsibility for enacting and striving to develop the attributes.

A third modification that occurs in both 2006 and 2013 concerns the order in which the attributes are presented in the literature. Table 1 shows the order in which the attributes of the PYP student profile and the IB Learner Profile are presented in IBO publications:

Attributes in order of presentation			
<b>PYP Student Profile (2000)</b>	<b>IB Learner Profile (2006)</b>	<b>IB Learner Profile (2013)</b>	
Inquirers	Inquirers	Inquirers	Open-minded
Thinkers	Knowledgeable	Knowledgeable	Caring
Communicators	Thinkers	Thinkers	Risk-takers
Risk – takers	Communicators	Communicators	Balanced
Knowledgeable	Principled	Principled	Reflective
Principled	Open-minded		
Caring	Caring		
Open-minded	Risk – takers		
Well-balanced	Balanced		
Reflective	Reflective		

Table 2. Order of the attributes of the IB Learner Profile in the IB literature

Comparing 2000 and 2006 it is seen that four of the attributes are presented in the same order in both profiles, while six are in a different position. For example, the attribute ‘knowledgeable’ has been moved from 5th place in the student profile to 2nd place in the Learner Profile, and ‘risk-takers’ has been changed from 4th place to 8th place. Are these modifications minor or significant? Again, if they are minor, then one wonders why they were made, and if they are significant, one wonders why there is no explanation of them in the IB literature. Concerning the move in 2013, the IB claim that:

Standing at the front of all IB documents, the Learner Profile provides a common starting point and clear context/frame for programme resources, so

its graphic representation should suggest a more dynamic, interrelated and open-ended family of ideas/aspirations/outcomes.

Why, or how, placing the attributes in two columns achieves this is not justified. One wonders why they are not presented in the four groups as proposed by Bullock, undated (see below), which would have served to reinforce the justification for the classification that she provides in her literature review on the IB Learner Profile.

A fourth modification concerns the description or definition of each of the attributes. Changes have been made to all of the descriptions of the attributes as found in the PYP student profile and now included in the IB learner profile. As well as the substitution of the subject of the descriptors of “they” to “we” in 2013, each of the descriptors has been changed (see appendix 1). Here, each of the descriptions in the IB Learner Profile is similar to that found in the PYP student profile but, I would suggest, there are some significant differences. Not only are some of the definitions more specific, but some can be said to have been extended to include additional aspects of behavior or attitude, ie:

More specific definitions:

- Thinkers; from “make sound decisions” in 2000, to “make reasoned, ethical decisions” in 2006 to “We exercise initiative in making reasoned, ethical decisions” in 2013
- Knowledgeable; from “exploring themes” in 2000 to “explore concepts, ideas and issues” in 2006 to “We develop and use conceptual understanding, exploring knowledge across a range of disciplines” in 2013
- Principled; from “They have integrity, honesty and a sense of fairness and justice” in 2000 to “They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities” in 2006 to “We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere” in 2013

- Caring; from “show sensitivity” in 2000 to “show empathy, compassion and respect” in 2013
- Open-minded; from “They respect the views, values and traditions of other individuals and cultures” in 2000 to “They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities” in 2006 and to “We critically appreciate our own cultures and personal histories, as well as the values and traditions of others” in 2013
- Reflective; from “analyse their personal strengths and weaknesses in a constructive manner” in 2000 to “They are able to assess and understand their strengths and limitations in order to support their learning and personal development” in 2013

Additional aspects of behavior or attitudes from 2000 to 2006

- Communicators – to include “They work effectively and willingly in collaboration with others”
- Knowledgeable – to include “local .... significance” and also “develop understanding across a broad and balanced range of disciplines.”
- Principled – to include “They take responsibility for their own actions and the consequences that accompany them.”
- Caring – to include “act to make a positive difference to the lives of others and to the environment.”
- Open-minded – to include “are willing to grow from the experience”
- Balanced – to include “to achieve personal well-being for themselves and others”

I would argue that the descriptions of the attributes found in the IB Learner Profile assign greater commitment to demonstrating the corresponding values or attitudes than the descriptions found in the PYP student profile. The move to the first person plural subject pronoun, greater use of active verbs and the presence of adverbs such

as “effectively” and “willingly” are more indicative of a proactive stance concerning the need of members of the IB community to reflect the attributes. This observation is echoed by the IB when it states “adults in the school .... need to model the beliefs, values and behaviour indicated in the Learner Profile” (IBO, 2009a:31 and also see IBO, 2009b:2).

Just as the PYP student profile sought to describe the kind of person or student that would be formed by following the PYP programme, we now see that the IB is insistent on not only the kind of person (student) that should be developed by studying the four IB programmes (PYP, MYP, Diploma and CP), but also the kind of person (adult) that works in schools that offer these four programmes. Although this was not mentioned explicitly in literature of the PYP student profile, it could be argued that it was implicit. First, because in order to promote the attributes of the PYP student profile one would imagine that teachers would be in agreement with them, and secondly, because the IB publication Programme Standards and Practices (IBO: 2011) specifies that there should be close alignment between the values of the IB and the values of the school and, by definition, those of the adults working in it.

The change in definitions of the attributes has led to a greater degree of specificity of what is expected of student values, behaviour and attitudes and, by extension, those of adults in the IB community. Just as the definitions have altered, so has the way in which the IB has presented or grouped the attributes. It is to these changes that I will now address myself.

#### 2.2.4 Organization of the function of IB Learner Profile attributes

The ten attributes that make up the IB Learner Profile have been grouped differently according to the function which it is considered that they promote. When first published, the IB claimed that five of them could be seen as reflecting “cognitive competencies”, while the other five could be seen as reflecting “dispositions and attitudes” (IBO, 2008:12). Under the headings of “The active participation of the learner”, “the personal responsibility of the learner” and “the moral development of the learner”, Walker grouped three, four and three attributes (Walker, 2010:4/5). In her literature review, Bullock presents four categories for grouping the attributes under the headings of Cognitive or intellectual theme, Conative or personal theme,

Affective or emotional theme and Culture or social theme (Bullock, undated:2/3). Finally, Singh and Qi now claim that one needs to be a competent communicator, open-minded and knowledgeable in order to be internationally minded, but that this cannot take place if one does not embody the other seven attributes, which are categorized as either “cognitive competence” or “disposition” (Singh and Qi, 2013:16) (see table 3 for a summary of how the attributes have been grouped). While the nomenclature of the attributes have remained consistent over time (with one exception), the definitions, manner of presenting them and grouping them according to their functions have been modified on a number of occasions. The latest IB publication (IBO, 2013) presents the current definitions and manner of presenting the attributes but it is, perhaps, indicative of a less than complete understanding of the reach of the attributes that there does not currently seem to be a definitive IBO

<b>Source</b>	<b>Categories</b>	<b>attributes</b>
<b>IBO (2008)</b>	<ul style="list-style-type: none"> <li>• Cognitive competencies</li> <li>• Dispositions and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>• Inquirers; knowledgeable; thinkers; communicators; reflective.</li> <li>• Principled; open-minded; caring; balanced; risk-takers</li> </ul>
<b>Walker (2010)</b>	<ul style="list-style-type: none"> <li>• Active participation of the learner</li> <li>• Personal responsibility of the learner</li> <li>• Moral development of the learner</li> </ul>	<ul style="list-style-type: none"> <li>• Inquirers; communicators; risk-takers</li> <li>• Thinkers; knowledgeable; balanced; reflective</li> <li>• Principled; Caring; Open-minded</li> </ul>
<b>Bullock (undated)</b>	<ul style="list-style-type: none"> <li>• Cognitive or intellectual theme</li> <li>• Conative or personal theme</li> <li>• Affective or emotional theme</li> <li>• Culture or social theme</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledgeable; thinkers; reflective</li> <li>• Inquirers; principled</li> <li>• Caring; risk-takers; balanced</li> <li>• Communicators; open-minded</li> </ul>
<b>Singh and Qi (2013)</b>	<ul style="list-style-type: none"> <li>• Cognitive competence</li> <li>• Disposition</li> </ul>	<ul style="list-style-type: none"> <li>• Inquirers, thinkers, reflective</li> <li>• Principled, caring, Risk-takers, balanced</li> </ul>

Table 3. Grouping of the functions of IB learner attributes



position concerning the function of the attributes. This can be contrasted with other educational systems, which are very clear when it comes to grouping the skills and values that they promote among the learners they target. The OECD and UNESCO express the components of the categories under which they group the functions of skills and values using phrases, and describe them in greater detail, rather than list them as a set of attributes (see OECD, 2005, 10 – 15 and Delors, et al, 1996). I would suggest that, although the terminology for the concepts differs, there is a large degree of overlap between many of the skills and values which the IB, OECD and UNESCO propose for students (see table 4).

It seems that the IB, OECD and UNESCO wish to support the personal development of learners and enable them to develop personal and interpersonal habits, as well as

Organisation	Categories	Components
<b>Organization for Economic Co-operation and Development (OECD, 2005)</b>	<ul style="list-style-type: none"> <li>• Using tools interactively</li> <li>• Interacting in heterogeneous groups</li> <li>• Acting autonomously</li> </ul>	<ul style="list-style-type: none"> <li>• Use language, symbols and texts interactively; Use technology; information interactively; and Use technology interactively.</li> <li>• Relate well to others; co-operate, work in teams; manage and resolve conflicts</li> <li>• Act within the big picture; Form and conduct life plans and personal projects; Defend and assert rights, interests, limits and needs.</li> </ul>
<b>United Nations Educational, Scientific and Cultural Organisation UNESCO (see Delors et al 1996)</b>	<ul style="list-style-type: none"> <li>• Learning to know</li> <li>• Learning to do</li> <li>• Learning to live together</li> <li>• Learning to be</li> </ul>	<ul style="list-style-type: none"> <li>• Learning how to learn; learning to think</li> <li>• Learning to develop personal initiative; Learning how to communicate</li> <li>• Learning about other people; Learning to work on common projects</li> <li>• Learning to develop one's mind and body, intelligence, sensitivity, aesthetic appreciation and spirituality</li> </ul>

Table 4: Grouping of skills and values of other educational organisations.

study skills, that will serve them not only while they are at school, but throughout the course of their lives. Accordingly, when the IBO makes reference to the “type of learner” in the literature concerning the IB Learner Profile, I believe that it is really

referring to the “type of person” that it wishes to educate. The attributes, their corresponding descriptors, and the reference to values, indicate a vision of how the IB wishes people in the school community to behave and the types of attitudes they should have. This approach to forming the individual and promoting particular qualities is comparable not only with the OECD and UNESCO, as mentioned above, but also with aspects of the Character Education Programmes in the USA (see <http://www.character.org/> ) or in the UK with its Citizenship programmes (see <http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00199157/citizenship>), the proposal to engage in Social and Emotional Learning, or SEL (see <http://danielgoleman.info/topics/social-emotional-learning/>) and the Civics and citizenship programme in Australia (see <http://www.civicsandcitizenship.edu.au/cce/> ), among others. The sources referred to previously suggest that there is growing interest globally in developing students’ ability to develop study skills on the one hand, while appreciating diversity and being empathetic on the other by having values, attitudes and types of behaviour that educational systems or organizations equate with being a respectable, responsible citizen. The aims of all of these programmes seem to be very similar, but there appear to be two fundamental differences when they are compared with the way in which the IBO promotes the IB Learner Profile. One is that the IB Learner Profile is not taught as a stand-alone subject, while the second is that it needs to be embodied by all adults in the school community and is reflected as much outside the class as inside it.

### 2.2.5 Defining Dispositions

Although the IBO has not provided definitive schemata for organising the attributes of the IB Learner Profile in terms of their functions, it is clear that a number of the attributes reflect an intention to educate learners within the IB community to have certain attributes (IBO, 2008, Singh and Qi, 2013). It is this intention, the intention to affect the way that someone acts, thinks, behaves or the attitudes that they have; to influence what makes a person who they are, which interests me.

It has been suggested that dispositions may reflect cultural norms (Carr and Claxton, 2002, Buckingham Shum and Deakin Crick, 2012), though the writers that make this observation provide no research findings to sustain this claim. It has also been

suggested that some dispositions are directly linked to thinking and carrying out academic tasks (Tishman et al, 1993, Ritchhart, 2002, Perkins and Ritchhart, 2004), which would render the IB's separation of attributes between Cognitive Competencies and Dispositions and attitudes (IBO, 2008) somewhat redundant.

Although there is not a single agreed upon definition for the term "dispositions" (Stooksberry et al, 2009) it is, nonetheless, seen to refer to the way in which people tend to respond to particular situations (Buckingham Shum and Deakin Crick, 2012). In this way, dispositions combine attitudes, values and behaviour to affect the way in which someone will engage with the challenges of a given situation (Stooksberry et al, 2009, Katz, 1993, Ritchhart, 2001 and Thornton, 2006). Carr and Claxton (2002) posit that dispositions do not include reference to capabilities, but acknowledge that Perkins et al do include capabilities in their definition of dispositions (Carr and Claxton, 2002:10/11). It has been shown, when discussing definitions of the attributes of the IB Learner Profile earlier in this paper, that the IB includes reference to capabilities by its use of adverbs of manner when defining some of the attributes, such as that of Communicator. Obviously, there is a notable difference between the abilities of students that are starting one of the IB programmes with one that is finishing one. In addition to which, it could be argued that there would be a difference in capabilities between students in the different programmes. There is a need to view the attributes of the IB Learner Profile in the context of the stage of development of the learner and, given this caveat, it seems necessary to include reference to student capabilities in a definition of dispositions. As such, I will define dispositions as "a tendency by a learner to approach and deal with a learning situation from a particular perspective, influenced by his / her values, attitudes and capabilities". This definition would, naturally, include the student's behaviour.

Of interest here is the notion that dispositions are conscious features of a person's repertoire of responses or positions to a situation, though there seems some uncertainty as to whether or not they are features of someone's personality or if they can be acquired through experience (Buckingham Shum and Deakin Crick, 2012 and Thornton, 2006). As dispositions are conscious ways of dealing with a learning situation, the learner may choose whether or not to employ the skills, knowledge and experience that they have according to their degree of engagement with the situation

(Carr and Claxton, 2002). We can, then, add to the definition of disposition just proposed, the presence of an affective filter, which I will define as “an attitudinal position as reflected by the learner’s mood, which can enhance or diminish the learner’s willingness to apply their dispositions to a learning situation”.

As the IB does not provide a definition for the term ‘attributes’ (Wells, 2011), it can be understood in this thesis that when I use the term ‘attributes’ in this thesis, I intend it to be understood with the definition that I have given to the concept of “disposition” (it would be too complicated to substitute the term ‘disposition’ for that of ‘attribute’).

I would suggest that all the attributes of the IB Learner Profile are dispositions that learners choose whether to apply or not to the learning situations that they encounter. The question now is to what extent schools and educators are responsible for teaching the students to have these dispositions and to what extent students actively seek not only to use them but also improve them. It is with these questions in mind, as well as other observations that I have made in the course of this chapter, that I decided on the methodology for this research and designed the research methods, which are presented in the next chapter.

## Chapter 3: Methodology

### *3.1 Introduction*

During the literature review of the previous chapter I attempted to point out first, an appreciation of the complexity of the concept of the self and how some psychologists have put forward a framework to account for different stages of its development. I also discussed the kind of learner, or self, that the International Baccalaureate seeks to educate through its programmes and the way in which the IB has modified the dispositions over time, which the IB says the learner needs to have in order to be internationally minded. This discussion provides the backdrop for the area of research which I am interested in.

Before I comment on my approach to methodology I think it is necessary to contextualize my research by briefly looking at other attempts to gain knowledge about the way in which students embody the attributes of the IB Learner Profile, and then comment on the rationale for my research and my research questions. Once I have done this, the discussion on the methodology I have pursued will be clearer.

### *3.2 Current situation concerning awareness of how schools are promoting the attributes of the IB Learner Profile*

#### 3.2.1 Published research about the efficacy of the IB Learner Profile

As far as I know, published research into student perceptions or opinions of the attributes of the IB Learner Profile is limited. At the time of writing, I am only aware of four papers that have been published that include findings of student opinions. Two of these are independent studies, and the other two were commissioned by the IB. The two independent studies are by Cause (Cause, 2009), who observed 3 young learners in PYP classes at a school in Australia, and Walker et al (Walker et al, 2015), who conducted surveys with more than 900 responses from IB Diploma students at schools in South and East Asia into their opinion of four of the attributes of the IB Learner Profile (knowledgeable, caring, inquirers and open-minded), which represent each of the four domains proposed by Bullock (Bullock, undated). The two papers commissioned by the IB are by Rizvi et al (Rizvi et al, 2014), which involves a comparative study of IB Diploma students and teachers in schools in Australia, India and Hong Kong, and Billig (Billig et al 2014), which also involved analyzing

the efficacy of the IB Learner Profile among IB Diploma students, but this time in the USA. While the research presented in these papers goes some way to further our understanding of the take-up by students of some or all of the attributes of the IB Learner Profile, they do not consider whether or not the students attribute (no pun intended) their degree, or lack, of embodiment of the attributes to experience at school or another source.

### 3.2.2 Institutional measures to check the efficacy of the implementation of the IB Learner Profile

The International Baccalaureate encourages schools to ensure that the attributes of the IB Learner Profile are developed through the delivery of the curriculum and that adults in schools act as role models to exemplify the attributes both inside and outside the classroom (Stobie, 2006). Perhaps the only time when the IB assesses the way in which students reflect or believe they use the attributes of the IB Learner Profile is when a team of IB educators undertakes a visit to see if the school can be authorized to offer one of the IB programmes (verification visit), or during one of the periodic visits (every five years after authorization) to ensure that the school still reflects IB practices (programme evaluation visit). Apart from these two moments, there are no IB institutionalized means of checking on whether or not schools have been promoting the attributes of the IB Learner Profile, nor how successful they have been. Indeed, personal experience suggests that in the verification and Programme Evaluation visits the closest that the IB gets to measuring the students' adherence to the attributes of the IB Learner Profile is through non-structured interviews where team members ask selected students how they demonstrate the attributes of the IB Learner Profile. It is also worthwhile pointing out that after the verification visit for the IB Diploma it is up to schools to conduct reflective analysis of their delivery of the programme, which is noted in a report and sent to the IB where a team of educators analyses this to decide whether or not the school can continue to offer this programme.

To a certain extent, the lack of rigorous evaluation of student adherence to and embodiment of the attributes of the IB Learner Profile is understandable. First, IB educators would probably consider it to be axiomatic that students had acquired the attributes which they felt they had as a result of having experienced an IB education.

Additionally, the IB educators only have two days in which to carry out a comprehensive review of the practices and documentation in the school in order to compile a report which the Director General of the IB studies in order to decide whether or not the school meets minimum requirements so that it can offer the programme that it is applying to have authorization to offer.

More to the point, and as research into the development of the self suggests, there is a number of potential sources of influence that can impact upon learners developing the attributes of the IB Learner Profile. Learners may be inquirers or risk-takers or have any of the other attributes of the IB Learner Profile, not only because of exposure to particular learning activities in the class, but because of experiences they have had with peers, parents or other adults. Additionally, as learners develop their cognitive abilities and a greater awareness of the development of their self, it is conceivable that they consciously accept or reject the attributes that the IB attempts to promote and / or decide to make use of them in certain contexts but not in others.

Theories concerning values, behaviour and attitudes that attempt to account for why a person is the way that s/he is seem unable to present a unified position which can account for when a person acquires his / her values and attitudes towards issues, events or people, the strength of their values and attitudes, the degree of consistency with which they are espoused, whether or not they develop and change during the course of their lives or in different situations (see Wells, 2011 for a discussion of these areas). Additionally, there seems to be little research into whether or not, or how, variables such as gender, age, socioeconomic position or race can affect the acquisition, development, strength or consistency of the dispositions that learners employ when they approach learning situations.

Rather than provide an account of how education, or the programmes of the International Baccalaureate impact learners to affect their selves, the research presented here aims to present information to further our understanding of how a particular group of learners believe they possess and / or reflect the attributes of the IB Learner Profile. And here it would be a good point to move on to consider first, the questions I have for my research, and then the theoretical justification for the approach I have based the research on.

### *3.3 Research Questions*

My interest in the attributes of the IB Learner Profile stem from two observations I have had as a teacher of students following IB programmes. First, I have noticed that, to all intents and purposes, students are not homogenous. No matter how long they have had contact with the attributes of the IB Learner Profile, personal observation suggests they do not possess the same ability in them. For example, and talking about students of the same age that have been in a school for some 10 years or more, some are better communicators than others; if we take two sides of a continuum, some approach communicative events with confidence and fluency, while others show extreme anxiety and find it difficult to structure a coherent argument, and others show different degrees of communicative competence between these two extremes. If students have had the same educational experiences, shouldn't they have the same ability with regard to an attribute?

Secondly, I have noted that there are varying degrees to which teachers promote and model the attributes of the IB Learner Profile. Just like students, there are some that are more open-minded than others. If a teacher is not particularly open-minded, could this lead to students that s/ he teaches being less open-minded than the students of a teacher who is open-minded? And is it possible that a student is influenced by one teacher more than another; or by some experiences more than others? Some of these questions are beyond the scope of this research, but I hope that I will be able to obtain some insights into some of them.

There are two issues in particular that concern me, and I think I will need to use different methods to get information about them. First, I am interested in whether or not learners believe they have the same degree of ability in all the attributes of the IB Learner Profile, or if they think that some are stronger than others. Linked to this, I am interested in knowing whether or not the learners want to, or think they can, develop an attribute which they are not so confident in. I am also interested in whether they think they have acquired and developed the attributes from experiences at school or because of some other source. And finally, assuming that possession of the attributes of the IB Learner Profile make learners internationally minded and life-long learners (vis-à-vis the IB mission statement) I am interested in knowing whether or not learners believe that they are the same sort of person as a learner who does not



follow an IB programme, or if they think they are essentially the same. These interests I have condensed into the following questions:

1. To what extent do learners believe that they possess the attributes of the IB Learner Profile with the same degree of strength / ability to use?
2. To what extent do learners believe that they develop the attributes of the IB Learner Profile as a result of attending an IB school, as compared with their development through other contexts / means?
3. To what extent do learners believe IB learners are different / similar to non-IB learners?
4. To what extent do learners believe that the attributes of the IB Learner Profile reflect being internationally minded?

Having set out the questions which will guide this research, I will now discuss the theoretical base of my research.

### *3.3 Theoretical base*

#### 3.3.1 Diverse positions in the literature

To begin with, Newby suggests that a philosophical stance is necessary as this “can influence not just how the research is conducted but rather more importantly what is researched and how the evidence is interpreted” (Newby, 2014:34). According to this view, the researcher’s theoretical position or philosophy towards the world and his / her field of research plays a crucial role both in delimiting his / her field of research and the way in which the research findings are perceived to be congruent with this. Unfortunately, a review of the literature suggests that there is a certain degree of controversy concerning how philosophies are equated with research methodologies. Consequently, both Mustafa (2011) on the one hand, and DeForge and Shaw (2012) on the other, have been motivated to write papers that not only detail the difficulties that they faced when coming to grips with engaging in research, but also provide lucid explanations of the theoretical underpinnings that they made use of to provide robust justification for their research. Mustafa suggests that educational research needs to be supported by addressing the components of the acronym P.O.E.M, namely Paradigm, Ontology, Epistemology and Methodology (Mustafa, 2011), while

DeForge and Shaw present a joint paper in which they justify their respective decisions for choosing critical realist and pragmatic philosophy along a continuum of paradigms after discussing their research through the lenses of ontology, epistemology and axiology (DeForge and Shaw, 2012). There seem, then, to be two issues here. The first is that one needs to have a theoretical perspective, and the second is that this should be justified or explained by referring to its ontological and epistemological positions. Accordingly, I will now address issues of paradigm and then consider the concept of ontology, but will not continue to consider epistemology for reasons that will become clear.

### 3.3.2 Consideration of the concept of ‘paradigm’

All research writers seem to emphasize the need to decide on the theoretical base on which the research design is built. That different terminology is used, such as ‘philosophy’, ‘theoretical perspective’ and ‘paradigm’, should not detract from the importance of this as it provides a point of reference for the researcher and reader to judge the compatibility of the methodology and research methods (though see a caveat given by Newby, 2014, that there need not be one-to-one correspondence between philosophies that describe what the world is like or should be like and philosophies of educational research). I say that the three terms refer to one concept as writers seem to agree that the philosophies, theoretical perspectives and paradigms that tend to be addressed when presenting educational research are positivism, interpretivism and critical theory (Candy, 1989, Crotty, 1998, Guba and Lincoln, 1994 and Ponterotto, 2005). That said, Mustafa extends this trilogy by claiming that others belong to the same world view as them, such as:

- positivistic (which has also been referred to as scientific, neo-positivistic, experimental, and empiricist paradigms) ,
- the interpretive (which has been referred to as humanistic, constructivist, or naturalist paradigms), and
- the critical paradigm (which has been referred to as the Third and critical realism paradigms)

(Mustafa, 2011:24- 26)

However, Morgan expresses some concern at the growing list of paradigms on the one hand as discussed by Guba and Lincoln, and on their avoidance of including pragmatics as a paradigm on the other (Morgan, 2007). This last point will be taken up again later, but I hope I have made the point here that, while the concept of paradigm seems important in educational research, there is no agreement as to how many paradigms there are. Perhaps this is due to the fact that there is not a single definition for this term. Ponterotto cites the definition of paradigm given by Filstead as a “set of interrelated assumptions about the social world which provides a philosophical and conceptual framework for the organized study of that world” (Ponterotto, 2005:127), a view which is similar, but not as detailed, to that of Guba and Lincoln, who see paradigm “as a set of basic beliefs (or metaphysics) that deals with ultimates or first principles. It represents a worldview that defines, for its holder, the nature of the “world,” the individual’s place in it, and the range of possible relationships to that world and its parts” (Guba & Lincoln, 1994:107). Morgan takes issue with Guba and Lincoln’s approach to defining paradigm and claims that there are four ways by which a paradigm can be approached:

- “Paradigms as worldviews,
  - Paradigms as Epistemological stances
  - Paradigms as Shared Beliefs in a Research Field, and
  - Paradigms as Model Examples”
- (Morgan, 2007:50-54)

It is beyond the scope of the research presented here to enter into further discussion of the merits or disadvantages of the approaches to paradigms just referred to, but I do find it necessary to return to the issue raised earlier of where pragmatics fits into the world of paradigms. It is interesting to see that Mertens has included pragmatism as a major paradigm and specifies how pragmatic research is covered at the levels of ontology, epistemology and methodology (Mertens, 2014: 35-38). However, Shaw suggests that “pragmatism is not interpreted as a metaphysically or ontologically driven approach to research” (DeForge & Shaw, 2012:87), which means that pragmatics cannot be referred to when discussing these theoretical aspects of

research or consideration of ‘what is real’. This position is echoed by Danforth who, when discussing the pragmatic approach to research in special education, states that “the longstanding and often passionate search for a clear epistemological foundation for special education research is neither practical nor necessary to the ongoing development of knowledge and practice” (Danforth, 2006:337). According to DeForge and Shaw, as well as Danforth, there is no place for pragmatics in the schemata of paradigms. However, Onwuegbuzie, Johnson and Collins as well as Mertens give an ontological frame of reference for pragmatic research when the former write “ontology: multiple realities ...rejects traditional dualisms eg. Subjectivism vs. objectivism; facts vs. values); high regard for the reality and influence of the inner world of human experience in action; current truth, meaning and knowledge are tentative and changing.” (Onwuegbuzie et al, 2009:122). They also summarise the pragmatic position in epistemology when they write “Epistemology: Knowledge is both constructed and based on the reality of the world we experience and live in; justification comes via warranted assertability.” (op.cit, 122). I think it is important to keep these different positions in mind and continue to consider, in practical terms, the ontology of the research I propose and decide whether it is best reflected through pragmatics or one of the other paradigms or, if pragmatics is not a paradigm then whether I have a pragmatic or paradigmatic theoretical position.

### 3.3.3 A Paradigmatic or Pragmatic rationale for my research?

To contextualize my discussion I will begin by providing a definition of ontology, then proceed to consider the way in which schools of philosophy express themselves with regard to ontology in research. I will then reflect on how my research and view of the world are catered for by these positions. Based on my conclusion in this section, I will conclude whether the foundations for my research are best served by reference to a major paradigm and its components of ontology, epistemology and methodology, or pragmatics.

Ontology can be defined as the philosophical perspective that answers the question ‘what is real?’ or ‘what is the nature of reality?’ Guba and Lincoln consider this question from the point of view of positivism, postpositivism, Critical Theory and Constructivism (Guba and Lincoln, 1994, 2000), while Mertens conflates positivism

with postpositivism, then goes on to look at Constructivist, Transformative and Pragmatic positions with regard to Ontology, Epistemology and Methodology (Mertens, 2014). Due to lack of space, I will not engage in discussion of all of those here. Instead, I will focus on an analysis of the ontological position of critical realists and postpositivists as these are ones that may have some relevance to the research presented here.

Guba and Lincoln state that the postpositivists and critical realists both perceive reality as existing, but “only imperfectly apprehendable because of basically flawed human intellectual mechanisms and the fundamentally intractable nature of the phenomena” (Guba & Lincoln, 1994:110). In other words, we do not have the tools at the moment to fully understand a reality which is incredibly complex. The consequence of this for the postpositivist / critical realist is that we can only come to understand aspects of reality, but this knowledge will, in turn, generate additional questions in addition to which the researcher accepts that his/her understanding may be wrong. This has been termed the fallibility of research claims (Egbo, 2005 and Scott, 2005).

Sayer also discusses three perspectives of reality propounded by critical realists that have similar manifestations in theories of the self. He claims that there are three types of perceiving reality; the ‘real’, ‘actual’ and ‘empirical’ (Sayer, 2000), while Houston names the corresponding realities as ‘empirical’, ‘actual’ and ‘causal’ (Houston, 2001:850). These three types of reality are described as, respectively, what could possibly occur, what happens when something is put into effect, and what may be termed the underlying causation (which may not be observed) of something that is real or actual. As seen from the attributes of the IB Learner Profile, we could say that a person may be open-minded, but we do not have evidence of this (real). When a learner is able to put this attribute into effect, then it becomes actual, and we could say that the quality of being empathetic is the empirical manifestation of this attribute. Sayer adds that “realist ontology therefore makes it possible to understand how we could be or become many things which currently we are not” (Sayer, 2000:12). This approach to reality is commensurate with the theory of self that suggests that there are actual and ought versions of the self, where the person is able to consciously strive to develop attributes that they do not have, or have to the level

that they would like. It is also in keeping with the position of the IB that learners strive to develop their attributes, with the implied notion that it is impossible to obtain absolute mastery of all the attributes as an IB learner needs to be a lifelong learner.

Another feature of critical realist ontology is that the thoughts, opinions and beliefs of people are recognised as representative of reality. As Maxwell states, “most critical realists hold that mental states and attributes (including meanings and intentions) , although not directly observable, are part of the real world” (Maxwell, 2012:8). This means that the perceptions of learners about their attributes are an acceptable source of evidence for analysis and need not be limited to observations of teachers, the researcher or other third parties.

Although there are many aspects of the ontological position of critical realism that resonate with the perspective of this research, there is one crucial aspect that I do not agree with. This is that the purpose of critical realism tends to be representative of a *critical* position concerning the status quo with a view to improving the social practices of the focus of the study. Sayer makes reference to what he says Bhaskar called the “emancipatory potential” of critical realism (Sayer, 2000:18) and gives the example of gender relations. Here, I believe it is necessary to state my opinion of the International Baccalaureate. I value claims that it makes about the quality of its programmes and its philosophy of education; I have observed and experienced that education at schools which follow the IB programmes is of high quality and I have seen that many students demonstrate qualities that, I would say, are reflective of a solid citizen in that they are respectful, look to resolve conflicts peacefully, are considerate of others and follow the rules and regulations that govern behaviour; they are competent academically, able to perform well as individuals and study collaboratively, not only obtaining good grades, but also showing their learning through activities such as Model United Nations conferences, Science Fairs, Art exhibitions, publications in school magazines and sports activities, among others. But these things happen, and here I am making a broad generalization, in schools where one may expect to see this kind of performance anyway, irrespective of which educational programme is being followed (I have seen broadly similar activities in schools that follow Cambridge International Examinations (CIE) programmes and

international schools that follow the national education systems of Italy, Germany and France. This is not to downplay the content and skills that are taught in the IB programmes, but what I ask myself is whether students' knowledge and skills develop because of the IB programmes or because of the environment in which they find themselves of normally minimal disturbance in classes, supportive parents, peers that are socially adept, financially robust institutions and attentive teachers. I am not distinguishing between private and public education here, as I consider that whenever one has conditions that are conducive to learning, as seen by some of the factors that I have just alluded to, learners will be able to achieve their potential, and these can be found in both public and private educational establishments).

To summarise, the critical realist or postpositivist philosophy provides an ontological point of reference to a certain extent for this research, but I differ with its purpose as I do not intend to be critical of the role of students in education that is found in schools that offer programmes of the International Baccalaureate. It is here that I turn to pragmatics to see if this can provide a more complete paradigm or approach which would provide the justification for the methodology of my research.

Mertens notes that “pragmatists have for the most part avoided the use of metaphysical concepts such as truth and reality” (Mertens, 2014:26). In other words, pragmatists do not have a position vis-à-vis ontology. This observation is echoed by Shaw in the paper he wrote with DeForge when he claims “to state a ‘pragmatist ontology’ would be a misnomer” (DeForge & Shaw, 2012:87). This is due to the observation that, largely speaking, pragmatists seem to sidestep ontological (and, indeed, epistemic) issues when justifying theoretical aspect of their research with the claim that by mixing methods they are more focused on the outcome of their research (Bryman, 2007). From Lipscomb's perspective, the pragmatists' avoidance of ontological and epistemic position, along with “unreflective (and) naïve ... approaches to mixed method can ... damage the credibility of research design, implementation and reporting” (Lipscomb, 2008:33). However, Badley presents another vision of the pragmatist position when he writes “what a pragmatic approach to research actually leads to, through reflection, is a kind of useful if temporary equilibrium amongst the community of inquirers” (Badley, 2003:296). From Badley's perspective, the need to choose between a science or constructivist

ontology is to restrict one's appreciation of reality and, instead, referring to Pring (2000) echoes his desire that "researchers must be eclectic in their search for truth" (Badley, 2003:297).

As I mentioned earlier, there are aspects of critical realism and postpositivism that are concomitant with my position as a researcher, but I can also see similarities with the pragmatic position. Perhaps this is not surprising when, according to Garrison, there are indications that Dewey, James and Pierce (pragmatic philosophers of the 20<sup>th</sup> century) were also realists (Garrison, 1994). However, my cause for doubt here is that I agree with what Mertens has summarised as being the constructivist notion of reality, namely that there are "multiple, socially constructed realities" (Mertens, 2014:9). In other words, it is not so much that I subscribe to the criticism lodged at pragmatists that I am avoiding an ontological position, but rather that I see the situations in which the self is acquired and developed as so complex that there is not a single paradigm of reality which can account for all the factors that need to be studied. I would suggest that the research I am undertaking is, as Evans et al have noted of pragmatic research, dealing with "messy confusing problems" (Evans et al, 2011:277) which renders an ontological statement untenable. At the end of the day, it could be that Denscombe's description of pragmatics offers a point of reference for my research. He observes that pragmatics contains features which can be aligned with ontology and epistemology without explicitly stating that they refer to either. Denscombe refers to these as "core" aspects of pragmatism, but they can also be seen as listing the critical features of a paradigm as per the definition of paradigm by Mustafa referred to earlier. Denscombe's core features of pragmatic research are:

- "Knowledge is based on practical outcomes and 'what works'. The key criterion for judging knowledge is how useful it is perceived to be and how well it works when applied to some practical problem.
- Research should test what works through empirical enquiry.
- There is no single, best 'scientific' method that can lead the way to indisputable knowledge.
- Knowledge is provisional. What we understand as truth today may not be seen as such in the future. Knowledge is seen as a product of our times. It can never be absolute or perfect because it is inevitably a product of the historical



era and the cultural context within which it is produced. The quest for absolute 'Truth' is consequently seen as hopeless cause.

- Traditional dualisms in the field of philosophy and science are regarded as not helpful. In particular, there is skepticism about the distinction between quantitative and qualitative research, but there is also rejection of distinctions like facts/values, objectivism/subjectivism and rationalism/empiricism.”

(Denscombe, 2007:117)

Having established that I subscribe to pragmatism as a theoretical base for my research, I will now consider the methodology that I will use.

### *3.4 Research methodology*

If things were tricky when discussing paradigms as world views they do not get much easier when addressing methodology. Let us begin with the following observation by Clough and Nutbrown, who suggest “trying to produce a definitive definition of methodology as used in the social sciences, and to serve the purposes of all researchers, is rather like trying to catch water in a net.” (Clough, and Nutbrown, 2012:36). Hardly motivating for the researcher. But then, what kind of definition are Clough and Nutbrown thinking of? As we read on it seems that they are conflating methodology with paradigm as they claim that it is through ontology and epistemology that the methodology is decided. But then, Newby makes the same claim, that “quantitative, qualitative and mixed approaches” are paradigms (Newby, 2014: 45), just as Johnson writes “I find it convenient to refer to qualitative, quantitative, and mixed research as research or methodological paradigms” (Johnson, 2011: 33). It would therefore seem that, for some researchers, there are two theoretical positions that a researcher needs to adopt – one, a world view, and the other concerned with strategies for selecting methods to undertake research. Another way of seeing methodology is provided by researchers such as Lavery, who write “a methodology is not a correct method to follow, but a creative approach to understanding, using whatever approaches are responsive to particular questions and subject matter” (Lavery, 2003: 28). This seems to suggest that the researcher needs to consider his / her research issue and draw on the research methods that are most appropriate, bearing in mind the circumstances, the philosophical world view and the ethics that need to be followed. Such an explanation of methodology is similar to that

given by Sikes, who claims that “decisions about which methodologies and procedures will be used in any research project are usually influenced by: what can actually be done; what is practical and feasible; by situational factors of various kinds; and by personal predilections and interests.” (Sikes, 2004:17). The latter, more practical descriptions of methodology, have similarities with what Crotty proposes, namely that methodology is “the strategy, plan of action, process or design lying behind the choice of particular methods and linking the choice and use of methods to the desired outcome” (Crotty, 1998:3). In summary, it seems that there are two approaches to considering methodology; one is a largely theoretical stance, invoking similar concepts to when paradigm world views are considered, and another, when broader schemes of work are considered. This is depicted in table 5 below, with examples of different methodologies given by researchers.

Crotty (1998)	Johnson (2011)	Newby (2014)
Experimental Research	Quantitative	Case study
Survey Research	Qualitative	Evaluation
Ethnography	Mixed	Ethnography
Phenomenological Research		Action Research
Grounded Theory		Experimentation
Heuristics inquiry		Grounded Theory
Action Research		
Discourse Analysis		
Feminist standpoint research		

Table 5. Examples of methodological strategies / paradigms

### 3.4.1 Research methodology and research methods

From the previous discussion in this chapter of my research questions, the current situation concerning knowledge of the way in which students embody the attributes of the IB Learner Profile and my consideration of paradigms I have referred to a certain degree of compatibility with a critical realist paradigm and also a pragmatic approach to research. In terms of the methodology which is more appropriate, mixed methods most reflects the philosophical position I have. I will discuss this in a little more detail now.

There are four research questions that are driving the research presented here (see section 3.3 of this chapter). It is conceivable that all of these could be pursued by using methods for a case study or phenomenological research. However, as well as my interest in obtaining information for these questions, there are two other factors

that weigh on my decision making. The first is that I hope that one or more of the research tools presented here will be of interest to teachers at IB schools or researchers that also aim to investigate the attributes of the IB Learner Profile. Secondly, personal experience suggests that teachers and students have a lot of commitments and are reluctant to do things that take them away from these, especially near times when there are end of term exams in Colombia (which is when the first stage of this research had to be conducted), so at least one tool I need to use should be easy to apply, take little time to complete and be easy to analyze for data. This is why I have opted to use a survey to obtain responses that will enable me to answer the first research question. Thirdly, I believe that a survey, by itself, would not allow students to express themselves in sufficient detail, or may not be sufficiently flexible for them to be able to provide opinions to answer the second, third and fourth research questions. For these reasons, I have chosen to use a semi-structured interview as well.

The number of research questions I have, the complexity of the issues involved and the parameters within which I wish to work point to the need to use a pragmatic approach to the research with mixed methods methodology. But before I continue I need to clarify my understanding of mixed methods.

#### 3.4.2 Discussion and definition of research terms

To begin with, I will provide a definition of mixed methods research. Johnson and Onwuegbuzie state that “Mixed methods research is formally defined here as the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study.” (Johnson & Onwuegbuzie, 2004:17). But there are several caveats that need to be born in mind here. First, Denscombe suggests that while mixed methods is often associated with the pragmatic approach to research, this does not necessarily mean that all pragmatic researchers only use mixed methods. Denscombe claims that some pragmatic researchers only use quantitative methods, while others only use qualitative methods (Denscombe, 2007). The overriding justification for the research methods used by pragmatic researchers is “the use of either (quantitative or qualitative) in isolation can produce the kinds for findings that work sufficiently well to answer a research problem” (Denscombe, 2007:117). In addition, Robson points

out that mixed methods is not only the property of pragmatists, but can also be used by realists (Robson, 2011). In other words, researchers who are guided by pragmatic principles may use mixed methods, quantitative or qualitative approaches to obtain information and / or data, just as researchers that are not pragmatists may use mixed methods. Mixed methods research strategies, then, are not the sole research method of pragmatists.

A second issue I would like to point out is, as Johnson and Onwuegbuzie mention, that there are two main ways of mixing methods or research. One is a mixed-model approach, which is when qualitative and quantitative methods are mixed at different times throughout the research process. The alternative is when distinguishable qualitative and quantitative approaches are used independently at different stages of the research process, which is termed “mixed methods” (Johnson & Onwuegbuzie, 2004).

That said, a third position is that of Armitage and Keeble-Allen, who disagree with the term ‘mixed-method’. They claim that there are semantic issues with the use of this phrase. They claim that research is rarely “mixed” as this verb implies the notion of combining. They suggest that the two paradigms of quantitative and qualitative research that underlie positivism and constructivism are incompatible (they use the metaphor of like “oil and water”), which renders their mixing to form a new compound, as it were, not being viable. They also claim that ‘methods’ are not mixed either. Instead, they posit the term “mutual research designs” which reflects the way in which researchers use research tools that are compatible, but which do not, necessarily, combine features of their underlying philosophies nor the methods that they use (Armitage & Keeble-Allen, 2007). It is interesting to note here that, when discussing the influence of pragmatics on research methods, Maxcy often avoids using the term “mixed methods”, and instead uses the phrase “mixed and multiple methods” (Maxcy, 2003). For the purpose of the research presented here I believe that the position adopted by Armitage and Keeble-Allen is more in keeping with the research that I have undertaken in that I have not “mixed” in the sense of combining either the philosophy underlying this research or the strategies that I have used to make something that is different to the parts. As such, I will use the term “mutual research designs” when referring to the methods that I used. Here, it is important to

add that I intend that the mutual research tools will both provide different as well as complementary information. When the information from one method complements that from the other this will provide evidence of validity of the information that has been obtained. This approach, that of using information from two methods to provide insights into the focus of the research has been termed 'triangulation' (Denscombe, 2007 and Wellington, 2000). I will make reference to when triangulation occurs when discussing the findings of the research in chapter 5.

In constructing the two mutual tools that I employed when carrying out the research I was influenced by two major sources, which will be discussed in chapter 4 when describing the research tools.

## Chapter 4: Methods

### *4.1 Introduction*

In the previous section I explained why the research presented here is undertaken from a pragmatic point of view and that I will be using mutual research design tools to obtain the information / data. In this chapter I will explain the research tools I used and the parameters that guided me when designing them. I will also address issues of ethics and sampling, which had a major impact on the research that was carried out.

### *4.2 Parameters for designing research about the attributes of the IB Learner Profile, bearing in mind developmental features of the self*

There are, perhaps, three ways in which evidence can be obtained to show learner adherence to the dispositions of the IB Learner Profile. One would be through teacher and / or adult (parent / administrator / researcher) observations. Here I think there are practical difficulties or limitations. It would be necessary to consider in which contexts and at what times each of the attributes could be observed or potentially observed, and what kind of behaviour would count as evidence for the presence of that attribute. For example if we were to take the attribute of “open-minded”, we would need to detail all the opportunities for learners to demonstrate this and then train or provide parameters for adults to comment on or qualify the extent and frequency to which they observed this attribute. I consider that there are not only pragmatic reasons that prevent such a procedure being viable, but also ethical ones. An opportunity for being open-minded for one person may not be so for another. For example, how would one decide the criteria for assessment or measurement observing the learner discussing, for example, racism with regard to literature or immigration? Is it worse to express a negative opinion with regard to other races or not to express an opinion in the face of racist comments? Would comments in this context be indicative of the person’s degree of open-mindedness in other contexts? With other people? And would two adult observers interpret comments (or lack of them) in the same way to arrive at an opinion of the learner’s degree of open-mindedness? My experience is that teacher’s experiences and expectations can impact the lens through which they evaluate the attributes of learners and, while there may be some aspects that can be perceived in common by different teachers, it

is not unusual to find that teachers have different perspectives of a learner, also because the learner may behave differently with different teachers. But even if the adults were able to assess the extent to which learners reflect the attributes, the time needed to record observations would be considerable and, in reality, is not a viable option.

A second way to obtain information about the way in which students embody the attributes of the IB Learner Profile would be to ask students to comment on what they perceived among their peers in terms of other students ‘performing’ the attributes of the IB Learner Profile. However, similar to involving adults in such a study, I decided that this was not a viable perspective.

This leaves a third option, which is to ask students to engage in self-reflection so that they can comment on their degree of commitment to the attributes of the IB Learner Profile, where they acquired these attributes, whether or not they should improve them, who is responsible for them and if they contribute towards being internationally minded. Grossman suggests that there are four types of reflection: Content-Based Reflection, Meta-cognitive Reflection, Self-authorship Reflection and Transformative Reflection (Grossman, 2009:15). For the purpose of this thesis, self-authorship reflection forms the basis of the methods used, particularly the questions in the semi-structured interview. It is very difficult to pinpoint a definition for self-authorship reflection, but perhaps the following description captures the essence of its purpose; “twenty-first-century learning outcomes require self-authorship: the internal capacity to define one’s belief system, identity and relationships” (Baxter Magolda, 2007: 69). In order to tap into this internal capacity, it necessary to engage in reflection, which Weller Swanson says “requires individuals to consider alternative perspectives, the onus of responsibility and the roles of power to name just a few” (Weller Swanson, 2010: 259). I framed questions for the semi-structured interview bearing these parameters in mind (see appendices 5 and 6).

I decided it was necessary to use two mutual design research tools; a questionnaire and a semi-structured interview, which later became two semi-structured interviews. I wanted to use a questionnaire partly because I thought it would take students little time to complete it (see the section in this chapter on Ethics for discussion of time), and also because I agree with Burden’s recommendation that one needs to have an

instrument for obtaining information that is quick and easy to use (Burden, 1998). The questionnaire consisted primarily of closed questions, but also included one open question (see Denscombe, 2007 for a discussion of the benefits and disadvantages of both types of question). I decided to use a semi-structured interview as it offsets the advantages and disadvantages of the structured interview and the unstructured interview (Wellington, 2000). I wanted to focus the student responses on their understanding of the attributes of the IB Learner Profile, linked to developmental features of self-understanding, but I was unsure as to what kind of opinions or information they would supply, so felt the need to allow them space to develop their responses or for me to follow up comments they had made. I followed Robson's observation about the format of a semi-structured interview which has "introductory comments .... Key questions .... Associated prompts and closing comments (Robson, 2011:285).

I would like to think that either, or both, of the research tools that were used in the course of this investigation could be used by the IB, schools that offer the IB programmes, or researchers, with necessary modifications that will be addressed in chapter 6.

Below I explain the design of the research tools, the impact of piloting them and how they were applied in the school where the research was carried out.

#### 4.2.1 Design of the student questionnaire: Myself As an International (Baccalaureate) Learner (MAIBL) (Quantitative)

One of the research tools was a questionnaire that was sent to students to complete online (see the section on ethics and sampling in this chapter for issues that I bore in mind when organizing this and why this was sent online).

I decided to base the wording of the items in the questionnaire on the definitions of the attributes of the IB Learner Profile. Some of the definitions provided by the IB for the attributes of the IB Learner Profile are complex and make reference to a number of concepts, so I decided to simplify the definitions and paraphrase the descriptions of the attributes so that there were two items for each attribute. By having two items for each attribute it is also possible to ascertain whether or not students consider that they have equal dominance of both parts of the attribute. That



said, it could be argued that to have divided the definitions into two items is an arbitrary division and need not, necessarily, simplify to the same degree all of the attributes. It may be that some attributes can be reflected on in the entirety of their description, or it could be that, in order to make the definitions easier to comment on, three or even four items could have been developed for some attributes. Such observations can be born in mind for the future and further development of the questionnaire, but I decided that it was best to have a design parameter that ensured balance and order to the questionnaire which, having different numbers of items for attributes would not have allowed.

As well as having items that addressed the attributes of the IB Learner Profile, I also felt it was necessary to have items that addressed the IB notion of learners striving to acquire and develop the IB Learner Profile. As such, there are two items that seek to elicit the students' degree of motivation with regard to their strengthening the IB learner.

In total, then, there are twenty-two items in the questionnaire; 20 items that are based on simplified descriptions of the attributes of the IB Learner Profile, and two that are based on the notion of motivation to develop them.

When designing the questionnaire I was largely influenced by Burden and his Myself-as-a-Learner Scale (MALS) questionnaire, which has been applied in many schools to measure self perception of learners in the UK with regard to their perceptions of themselves as learners and problem-solvers (Exeter, 2014:1). I consider that there are certain similarities in the questionnaire's assessment of learners and the attributes of knowledgeable, principled, open-minded, among others. In addition, it is interesting to see that the questionnaire is based on the concept of the self (Burden, 1998), just as this research is. I designed the items in the questionnaire as declarative sentences, couched in first person singular form of the verb so that students associate with the statement. Students are asked to evaluate the extent to which they agree with each statement using a four point likert scale. The items included in the questionnaire are placed in random order, with three items being "negatively worded" to counter what Burden refers to as the "possible effects of response set" (Burden, 2014:4), which is when the learner evaluates him/herself consistently towards a particular interpretation of the items. The students selected

from four possible responses ranging from a) definitely true to d) definitely not true, with one (1) point being given for the most negative response, and four points (4) for the most positive, which produces a range of 22 to 88.

There is a final open question which asks students to provide additional comments or reflections on the IB Learner Profile if they have any. Students are also able to say if any of the statements were tricky to respond to, and comments here were very useful when modifying the questionnaire when I piloted it. Buckingham Shum and Deakin Crick conducted research into attributes by asking learners to produce self-reports, which the researchers acquired by means of a validated survey (Buckingham Shum and Deakin Crick, 2012). The open space on the questionnaire allows students to comment on their learning attributes, too.

#### 4.2.1.a Piloting and application of the questionnaire

The questionnaire was piloted with a small group of students at an independent school in Bogota, Colombia which offers the Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP) of the International Baccalaureate. This school is similar to the one where the research was undertaken in the sense that it offers three of the IB programmes, but only has approximately 600 students as opposed to the almost 1,900 of the school where the research was carried out, in addition to only having been an IB school for the last 5 years. I decided that it was necessary to pilot both the questionnaire and the semi-structured interview for a number of reasons, all with the idea of being able to minimise any difficulty that could arise when the research was actually carried out (see Anderson & Arsenault, 2005 and Robson, 2011). First of all, the questionnaire was in English and, while experience suggests that students reach a high level of bilingualism, and I had attempted to couch the statements in language suited for students, I wanted to see if there were any problems with understanding either the items on the questionnaire or the way to respond to it (Wellington, 2000). Based on observations from the way that students responded to the statements, and after being given feedback on the extent to which they found the statements manageable or not ie, whether they felt comfortable with giving an evaluation to the item, some changes were made to the wording of the items. In addition, I also changed the evaluation mechanism to a four-point Likert scale, rather than a five-point one. I had used a five point scale initially

in keeping with the scale used by Burden in his MALS (Burden, 2014). However, upon careful consideration I decided that there was little difference between the two modifiers “a bit true” and “not very true” which, in the original questionnaire had been given different point scores. I therefore decided to remove “not very true” and just use a four-point Likert scale.

In order to comply with ethical concerns of conducting research with underaged students (see section 4.5.1a) and also facilitate scoring, the questionnaire was made available to students online at the end of April, 2015 at another independent school in Bogota, Colombia, which also offers the PYP, MYP and DP of the International Baccalaureate.

#### 4.2.1.b Why a questionnaire wasn't enough

Although I expected the questionnaire to provide me with information about the extent to which learners believe they embody the attributes of the IB Learner Profile, whether or not they have the same ability in all of them and the extent to which they are motivated to continue developing them, there is more information that I needed to have. It is conceivable that the students acquire and develop the attributes through their experiences at school, but it is also conceivable that the students believe that they acquire and develop (some of ) the attributes in other contexts such as with their parents, their peers or through making conscious decisions. I decided that to ask students to reflect on the questions just mentioned in a questionnaire ran the risk of rendering the questionnaire more difficult to score. I also believe that to ask students to reflect on where they thought they acquired and developed the attributes was too difficult to include in a questionnaire and could best be handled through a semi-structured interview which would allow for follow up questions, should they be necessary. As such, I designed a set of questions to be used in a semi-structured interview, and I will now comment on the questions I used.

#### 4.2.2 Piloting and application of the Semi-structured interview

Of equal importance to measuring the attributes of the IB Learner Profile in the learners is being able to gauge the extent to which the learners believe that the experience at school (having an IB education) is the reason for their having the attributes. As mentioned in chapter 2 during the literature review on the self, I am

influenced here by the work of Damon and Hart (Damon and Hart, 1988). In particular, I believe their work on the self-as-subject is relevant here, with their notions of the self's sense of continuity, distinctness and agency (see Damon and Hart, 1988: 80 - 82), where they present questions they have used when conducting research in perceptions of the self's development. I wanted to pilot the semi-structured interview for two reasons. One of these was to assess the extent to which the questions I asked were accessible to the student both in terms of content and linguistic complexity. In addition, I wanted to know how long the interviews could possibly last for (see the section on Ethics in this chapter where I discuss the importance of time). During the piloting of the semi-structured interview more than half the students found it a little difficult to respond to the question that I had designed to look at their sense of continuity with regard to their self, so I decided not to include that in the semi-structured interview with the students that took part in the research. Instead, I just focused on the students' perceptions of agency and distinctness. Similar to Damon and Hart (Damon and Hart, 1988), the semi-structured interview took the form of a starting question with a probing question to elicit more information (see appendix 5 and 6 for the semi-structured interview questions).

### *4.3 Ethics*

When considering the research I wanted to undertake I knew from the outset that I would face ethical challenges. To begin with, there are the challenges of asking young people to take part in research and also obtaining their parents' permission. My experience in school suggests that time is precious for everyone; teachers do not welcome students being taken out of their classes, and I think students do not like losing part of their break time. In order to have a reasonable amount of information, I needed to conduct some semi-structured interviews during class time and also during student break time. As such, I felt the need to make good use of time in the interviews and obtain the necessary information, but also try not to extend the interviews for too much time. Another ethical dilemma relates to the questions I was asking. To ask students to not only reflect on the sort of person they are, but to also ask them to express their opinion about the person or people who had most influenced them to have certain attributes and, in the event of wanting to improve

some, who should be responsible, has the potential to make students feel uncomfortable or generate criticism towards people in responsibility. In addition, I wanted to conduct research in such a way as to minimize the potential for criticism of teachers from the students taking part (I have personal experience of teaching students at the school where the research was undertaken and have been privy to students' negative opinions of teachers). In drawing up the research tools and while conducting the semi-structured interview I then used the guidelines on ethics by BERA (BERA, 2011) as a point of reference. While I ensure anonymity for students by using pseudonyms throughout, I am not sure of the extent to which the school where I undertook the research will remain anonymous. At present, there are only four schools in Bogota that offer the PYP, MYP and Diploma, and while I have worked in three of them, I have only had the position of responsibility that I refer to in one of them. As such, it is conceivable that should someone want to know where I conducted the research, there is a good chance that they would be able to find out (see Walford, 2005 for further discussion of this kind of issue). While it seems a given premise that those taking part should have their anonymity protected, there seems to be some controversy as to whether or not the place where the research takes place should or can remain anonymous.

Perhaps the biggest ethical issue I faced was that of having informed consent, not only of the students taking part, but also from their parents (see below for discussion of this). Having taught at the school where I carried out the research I am aware that obtaining responses to messages from parents is difficult at the best of times. Not only do parents seem to entrust total confidence to the school concerning decision making of issues affecting their children but when, for example, permission is needed for students to be absent to take part on educational excursions and parent authorization is needed, this is difficult to get at times as many parents often travel because of work commitments and can be away from home from a number of days to a number of weeks. If things are difficult when done in the name of the school, I was worried about how to get permission from parents for their child(ren) to take part in my research. Below I explain in some detail how I went about doing this. It may be that it is difficult to obtain authorization from parents anywhere in the world these days because of their work commitments, or it may be that this is something that is particular to Colombia, in which case it may be necessary to review ethical

guidelines (see Yan and Jament, 2008, for a discussion of applying ethical guidelines written in the UK to international settings).

#### 4.3.1 Ethics and Sampling

By asking IB MYP and Diploma students (aged 11 to 18) to take part in the research I know that it is crucial to have parental permission for them to take part (students in Colombia, by law, are required to be in school until the age of 18 and are considered a minor until they are 18). I am also equally aware that there are often difficulties with obtaining written permission from parents of the students at the school where the research was carried out. Personal experience indicates that parents work extremely hard and often travel, so requests for permission often take a long time to obtain, or cannot be obtained. I aimed to have a representative sample of girls and boys from each of the years in Secondary, with the exception of students from the final year who were close to taking the final exams of the Diploma Programme of the International Baccalaureate. The school where the research took place has a stable student population with the vast majority of the students (97%) being Colombian. Students tend to join the school at the age of 4, entering pre-school and staying at the school all the time until they graduate. While three or four students may enter the MYP and / or Diploma each year, coming from other cities in Colombia and, very occasionally another country, they are a very small minority. Of the students that took part in the semi-structured interview only one had joined the school at the start of MYP, while all the rest had experienced all years of the PYP. It is worth mentioning that the Secondary section of the school is organized by naming the year groups from 5<sup>th</sup> grade (11/ 12 years old) to 11<sup>th</sup> grade (17 / 18 years old). The students in 5<sup>th</sup> grade are the first years of MYP, but can also be the final year of PYP. Due to this overlap, I decided to focus on students between 6<sup>th</sup> grade and 10<sup>th</sup> grade, inclusive. Up to now, we could say that I aimed to undertake purposive, non-probability sampling (see Denscombe, 2007:17).

However, the truth is that there is an element of convenience sampling here as well. As mentioned, it is very difficult to obtain responses from parents of the students at the school to written communication, so I decided I ran the risk of having a very small sample if I selected specific students from the school's register and only contacted parents of these students to ask for permission to include their child in the

research. Instead, I decided to send a letter to all the parents with children that were studying the IB MYP and Diploma, asking for permission for their child to respond to a survey and / or participate in an interview. The letter could be termed ‘inverted’ permission, as I asked the parents to contact me if they objected to their child being in the research. I managed the survey sample differently to the semi-structured interview sample, and more details are given about this below.

#### 4.3.1a Ethics and Sampling with the questionnaire

When the school forwarded the letter (see appendix 2) to parents, an additional message was included which asked parents to forward to their child(ren) a link to the survey if they agreed to them taking part. By forwarding the link to their son(s) / daughter(s) I reasoned that they were giving permission for them to take part in the survey. What I do not know is the extent to which the child felt obliged to respond to the questionnaire because his / her parent had sent it to him / her. Nor do I know how many parents forwarded the link to their child(ren), but they chose not to respond to the survey. Finally, I do not know if any parents answered the survey in their child’s name.

What I can state is that the questionnaire was completed by 67 students who were in 6<sup>th</sup> to 10<sup>th</sup> grade, whose parents had given them permission to take part in the research by forwarding the link to the online questionnaire. I will give details of the students and their responses in chapter 5

#### 4.3.1b Ethics and sampling with the semi-structured interview

With regard to the semi-structured interviews I had intended on using a representative sample of 3 boys and 3 girls from each of the year groups from 6<sup>th</sup> to 10<sup>th</sup> grade, omitting from the population those parents that had written to me denying permission for their children to take part in the interview. No parents wrote to me saying that they objected to their son / daughter taking place in the research, so I could have assumed that I had the permission of all parents and could have selected children at random from the school lists. However, a number of parents did write to me giving me permission to interview their children. Of these parents, a number had two children in the years in question, including one set of parents that had twins. I felt that it was more in keeping with the ethics of research to conduct semi-structured

interviews with children whose parents had given me explicit permission to include them in the research.

The semi-structured interviews, then, were undertaken with 17 students who were in 6<sup>th</sup> to 10<sup>th</sup> grade, whose parents had given explicit consent for them to take part in the research by writing email message to me in response to a letter I had sent them. I will give details of the students and their responses in chapter 5.



## **Chapter 5: Presentation of Research Findings**

### *5.1 Introduction*

The research was carried out in Bogota at an Independent School that has almost 1,900 students between the ages of 3 and 18. It offers the PYP, MYP and Diploma of the International Baccalaureate and had been authorized to offer the MYP since 2003 and the IB Diploma since 1982. I need to mention that I worked at the school for 7 years between 2005 and 2012, at varying times occupying the positions of English teacher, Head of English Department, MYP Coordinator and Deputy Head of Secondary. Although three years have elapsed since I left, there are still a number of students in the school that remember me / I remember. None of the students that I taught were in the semi-structured interviews, but I did know several of them quite well, such as Catalina and Valentina Bautista, Manuel and Sara Noriega, Manuela Sierra and Gabriela Osorio. We had had an amicable relation but I do not consider that their knowing me influenced them unduly in the responses they gave in the semi-structured interviews.

The research was carried out in two phases; the first one, at the end of May, 2015, consisted of the survey being made available to students whose parents had forwarded the link to them and also the semi-structured interview with those students who parents had written to me expressly giving permission for their son / daughter to be included in the research.

The second phase of the research occurred at the beginning of September 2015 and took place after I had analysed the data from the first phase. After reflecting upon the findings I felt that, while the findings were interesting and largely answered the research questions, the research questions themselves lacked sufficient coverage to reflect my interest about the impact of the IB programmes on the development of students not only developing the attributes of the IB Learner Profile, but the way in which they felt that this supported their being internationally minded. The second phase of the research also consisted of a semi-structured interview and, while it continued with investigating the degree of buy-in among students concerning the attributes of the IB Learner Profile, it also linked to the notion of International

mindedness as discussed in Castro et al (Castro et al, 2013), and Singh and Qi (Singh and Qi, 2013).

### *5.2 Research Phase 1: End of May, 2015*

There are two stages to the first phase of the research, but three sources of data. First, there is the questionnaire, which was completed online by students after having been authorized to do so by their parents. The questionnaire has twenty two closed questions which were taken from the descriptors of the IB Learner Profile and adapted to be comprehensible to the students; they reflect the definitions of the profile and also convey the notion of being motivated to be an independent learner. The students were asked to evaluate the items, which took the form of first person declarative sentences, using a four-point Likert scale, which ranged from “definitely not true” to “definitely true”. There is also an open question that students could use to supply additional information both about the ease of responding to the statements and their opinions about the IB Learner Profile. I decided to include the open question as I thought that it was possible that students could have opinions about the IB Learner Profile that were not captured by the statements on the questionnaire.

The evaluations of the statements are quantified on a scale of 1 to 4 and the findings are presented in section 5.2.1 . The observations made by the students in the open question were coded to enable interpretation and information concerning the frequency with which comments were made is tabulated in section 5.3, along with an explanation of the codes that were used (see appendix 4 for the comments and the codes).

The second stage of the research consisted of a semi-structured interview which had a set of questions which were designed with the intention of eliciting responses from the students in keeping with the developmental phases of self-as-subject of Damon and Hart (Damon and Hart: 1988) and also the attributes of the IB Learner Profile and its motivational component. Again, the student responses were coded and a summary of these is given in section 5.4.

#### 5.2.1 Results of the questionnaire: General comments

Sixty five students responded to the statements on the questionnaire from a potential 647 students between 6<sup>th</sup> and 10<sup>th</sup> grade. This represents just 9.4% of

No. of items	22
No. of choices	4
Range of possible choices	22 – 88
No. students in sample	65
Boys	35
Girls	30
6 <sup>th</sup> grade	8 (3 girls, 5 boys)
7 <sup>th</sup> grade	10 (5 girls, 5 boys)
8 <sup>th</sup> grade	8 (7 girls 1 boy)
9 <sup>th</sup> grade	22 (7 girls, 15 boys)
10 <sup>th</sup> grade	17 (8 girls, 9 boys)
Age range	13.10 to 18.7
Mean score	209.95
Standard error	6.97
Standard deviation	32.67
Lowest score (student)	56
Highest score (student)	84
Lowest score (attribute descriptor)	84
Highest score (attribute descriptor)	242
Lowest score (attribute)	321
Highest score (attribute)	469
Range (attribute descriptor)	148
Skewedness (attribute descriptor)	-2.94

Table 6: Data from MAIBL survey

the potential population. According to Morrison in Cohen et al, having a small sample can bring into question the validity of the questionnaire and “prohibit statistical analysis” (Cohen et al, 2011:209). It is also necessary to note that while the number of girls that participated is reasonably balanced between the five year groups,

the boys are far more uneven, with just one boy participating in 8<sup>th</sup> grade and 15 in 9<sup>th</sup> grade. As such, both because of the relatively small number of participating students and also the unequal participation of boys, I have foregone a detailed statistical analysis of the data and have to emphasize that any observations made on the basis of the results of the questionnaire have to be extremely tentative. In addition, there are two descriptors which are significantly different to the other nine items that the students evaluated. These will be discussed later in this section. For the moment, I will point out that while the scores of individual descriptors provide us with an interesting set of data, it is really when the scores from the two descriptors are joined that we are able to appreciate the depth (or lack) of confidence in the students' ability to manage each of the attributes of the IB Learner Profile (see table 7). Despite the difficulties that arose with the survey, a number of interesting findings are apparent, and I was able to check their validity by triangulation with findings from the semi-structured interview.

#### 5.2.2 Results by descriptor (declarative sentence in first person singular).

The numbers to the left of the items are the numbers which were used in the questionnaire. Items 5, 11 and 17 had inverse scoring pattern to reflect either negatively phrased items or in keeping with the philosophy of the IB Learner Profile. For example, item 11 “: I struggle to appreciate the opinions of people that think differently to me” is not reflective of the IB Learner Profile of learners being open-minded and able to appreciate the opinions of those that are different to them. The results of the items that had inverse scores is discussed in the next part of this chapter.

#### 5.2.3 Inverse scored items on the questionnaire.

Of the three items that had inverse scores it seems that number 5 produced a total that was similar to the other items on the questionnaire, but items 11 and 17 are significantly lower. I think it is necessary to consider in some detail the rationale for the inverse scoring with regard to all of these questions, and I will address this now.

##### 5.2.3 a Risk-takers – I don't like having new experiences

In the description of the disposition of risk-takers, the IB states of risk-takers that “We approach uncertainty with forethought and determination; we work

Items	Total raw score by item	Total raw score by attribute
3. Inquirers: I like to learn things by myself	213	429
7. Inquirers: I like to learn things when I work with other students	216	
11 Thinkers: I struggle to appreciate the opinions of people that think differently to me.	171	367
14. Thinkers: People think I am imaginative with the way I find solutions to problems	196	
20. Communicators: I am resourceful and confident when I speak in Spanish and English in the class	232	469
16. Communicators: I adapt the way I communicate depending on my reason for communication and who I am communicating with.	237	
1. Risk-takers- I deal with new learning challenges well	213	432
5. Risk-takers – I don't like having new experiences.	219	
2. Knowledgeable- I link what I learn in one subject to things see in another subject	216	417
18. Knowledgeable – I care as much about things happening outside my country as things going on inside it.	201	
4. Principled: If I get into trouble I accept responsibility for what I have done	234	429
9. Principled: I treat everyone the same	195	
6. Caring: I do things for other people without being asked	204	431
13. Caring: I understand that other people's opinions, even if they are different to mine, can also be right	227	
17. Balanced: I tend to make more effort on some subjects than on others	84	321
10. Balanced: I know I can learn a lot from other people	237	
8. Reflective: I think about what I have done so I can learn from my mistakes.	221	445
19. Reflective : I develop as a person by learning from my mistakes.	224	
12. Motivation: I work at developing skills and attitudes to be a better learner.	204	416
22. Motivation: I don't depend on anyone to encourage me to develop my learning skills	212	
21. Open minded: I find it positive to have contact with people from different countries	242	463
15. Open minded: I look at things from different perspectives	221	

Table 7: Summary of raw scores by item and attribute

independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change” (IBO:2014). From this I would suggest that students would embrace new experiences with a positive attitude. As such, to couch the item negatively, the respondent would need to give this a low evaluation in order to demonstrate compliance with the disposition of the

IB Learner Profile. As such, a low evaluation has been given a high score, and it can be seen that the total for this item does not deviate significantly from the totals of the other items.

5.2.3 b Thinkers: I struggle to appreciate the opinions of people that think differently to me.

One of the phrases of the IB mission states that “students across the world .... understand that other people, with their differences, can also be right” (IB, 2005 - 2015). From this statement, I believe that learners ought to try and understand the opinions and beliefs of other people. They may not agree with them, but they attempt to understand them. As such, and linked to the definition of the disposition of thinkers but, obviously, linked to being open-minded, I designed item number 11. This is couched in negative terms with the verb “struggle”. To reflect the attribute of the IB Learner Profile, one would hope that students would give this a low evaluation which, in turn, would provide a high score. However, the score for this is relatively low in comparison with the scores of the other items. There could be several reasons for this. One could be that although students struggle to appreciate other people’s opinions they are, nonetheless, able to do so. If this is the case, then the item needs to be reworded if it is to be used again in the future. Alternatively, it could be that a number of students that completed the questionnaire do have difficulties in understanding the opinions of people that think differently to them. If this is the case, then it could be that they are not being encouraged to appreciate different opinions or do not have sufficient access to people that think differently so that they can develop the skill of appreciating different opinions. This is an area that needs to be investigated further, especially as it is a key item of the IB mission statement.

5.2.3.c Balanced: I tend to make more effort on some subjects than on others

Of the three items that had inverse scores, number 17 was the one that stands out as it has a significantly lower total than all of the other items. Here, the statement is not expressed as a negative. However, the IB definition of being balanced is very clear, when it says of IB learners “We understand the importance of balancing different aspects of our lives- intellectual, physical, and emotional- to achieve well-being for ourselves and others” (IBO:2014). This statement is reflected in the curriculum in MYP, for example, where the eight subject areas in the curriculum (Language

acquisition, Language and Literature, Individuals and societies, Sciences, Mathematics, Arts, Physical and health education and Design) are given equal weighting, just as students need to take one subject from each of the subject areas (Studies in language and literature, Language acquisition, Individuals and societies, Sciences, Mathematics and the Arts) of the Diploma Programme. Accordingly, one would expect that learners would give equal or near equal attention to different subjects that they study. In other words, to give a high evaluation to this item would be indicative of a stance which is contrary to the notion of being balanced. As such, this item has inverse scoring, so that a low evaluation, indicative of giving equal or near equal attention to different subjects, would receive a high score. However, the students that responded to the questionnaire give a clear indication that it is more often than not that they tend to make more of an effort in some subjects than in others. However, perhaps this was to be expected, as it seems that there is evidence that students do prefer some subjects to other subjects. Stodolsky, referring to research by Brush (1980) when comparing student attitudes towards Maths and the Social Sciences states “areas of study that require one correct response or do not use student’s own ideas may be less liked by students, and they may also be thought more difficult” (Stodolsky, 1988:127).

The vast majority of the students gave this item the maximum evaluation resulting in the low score seen here. There were some students that gave the item a low score, but there is no pattern on which to base a hypothesis to suggest that there is a particular age or gender which is able to appreciate the need to give balanced attention to different subjects.

It is possible that the wording of this item may be faulty or misunderstood by the students, but it does appear that there is a contradiction between the expectations of the International Baccalaureate and the evidence of research that suggests many students tend to prefer some subjects to others for a number of reasons.

#### 5.2.4 Analysis of the raw scores on the questionnaire

Due to the discrepancy that exists between the number of boys and girls that responded to the questionnaire in 8<sup>th</sup> grade and 9<sup>th</sup> grade, coupled with the small number of students that responded in 6<sup>th</sup> grade, it is not possible to make

observations about the strength of student confidence about their ability to use the attributes of the IB Learner Profile in relation to the variable of age. However, overall there is a similar number of boys and girls that responded to the questionnaire, so I will address some of the similarities and differences that occurred in terms of gender.

First of all, it is worth noting that the two attributes that obtained the highest scores were Communicator and Open-minded. Overall, Communicators had a slightly greater raw score than Open-minded, and this order of confidence is a reflection of the boys' sense of agreement with this attribute. It is interesting to note that the order is reversed with the girls, who gave Open-minded a slightly higher total raw score than Communicators.

While the attribute of reflective has a clear third place in the total raw scores, which is the same as its position with the boys, for the girls it was equal 4<sup>th</sup> with Principled. Risk-takers, caring, inquirers and Principled, motivation and knowledgeable all had relatively similar total raw scores, and there is a small difference of preference in the scores for boys and girls. The attributes of Thinkers and Balanced had the lowest scores overall, and this reflects their low scores for both girls and boys. As mentioned previously, the low score given to these two attributes may be due to faulty wording of the items, or it may be due to study preferences of students. More research needs to be conducted here.

### *5.3 The open questions on the Questionnaire*

Of the 65 students that completed the questionnaire, 20 gave comments to the open question. The open question actually consisted of two elements, with one asking for an explanation of an initial response. These were: "Were any statements tricky to reflect on? Why?" and "What is your opinion about the IB Learner Profile?".

In order to be able to analyse the data provided by the student responses to the open questions I decided that the most productive method would be to code the responses in order to, later, provide me with the means to analyse the data. As Basit states, "Raw data can be very interesting to look at, yet they do not help the reader to understand the social world under scrutiny, and the way the participants view it, unless such data have been systematically analysed to illuminate an existent



situation” (Basit, 2003:143). The decision to apply codes once the responses had been obtained, rather than deciding on them beforehand is an indication that I did not want to be predisposed to look for particular opinions or beliefs of the students. In this I reflect the approach to coding as set out by several researchers that coding should reflect the data and not guide the interpretation of it (Cohen et al, 2000:148 and Weston et al, 2001). The literature on coding is wide and varied, and there does not seem to be a single agreed approach as to how one should go about deciding on the codes, how many there should be or how one should proceed from the initial set of codes (see Gough and Scott, 2000). For the current work I will use the description given by Green et al that codes are “descriptive labels that are applied to segments of the transcript” (Green et al, 2007:548). The segments may refer to words, phrases or larger stretches of text. In order for the codes to be applied the researcher needs to be aware of the context of the data and be able to interpret it in the light of the ongoing discourse.

The student responses were analysed and coded, and the number of responses for each item of the code are given (see table 8), with the codes. From the codes that were applied, I then decided to group the codes into categories to make analysis more amenable (see Green et al, 2007 and Hsieh and Shannon, 2005). The categories that I considered representative are given below:

- |    |  |               |
|----|--|---------------|
| 1. | Reflections on questions                       | = 8 comments  |
| 2. | Positive comments about the IB Learner Profile | = 10 comments |
| 3. | Critical comments about the IB Learner Profile | = 9 comments  |
| 4. | Conflate IB with Diploma                       | = 4 comments  |
| 5. | Critical comments about IB Diploma or MYP      | = 10 comments |
| 6. | Other  | = 2 comments  |

### 5.3.1 Reflections on the wording or content of the items

Of the twenty students that responded to the open questions, eight commented on the ease of evaluating the statements. Of these, only 5 said that there was no problem with responding to the statements, while one 7<sup>th</sup> grade student said that they were

Tricky questions	1
Positive general profile	6
Questions ok	5
Most questions ok	2
Critical profile theory - practice	3
Shortfall profile in practice	1
Positive personal profile non-academic	3
Positive personal profile academic	1
unclear	2
Critical descriptor attribute	1
Critical general profile	2
Critical exam	1
Conflate IB with Diploma	4
Critical general Diploma	3
Shortfall Diploma	1
Critical General profile (IB)	2
Critical personal IB	1
Question IB negative	2
Critical IB	1
Critical MYP	1

Table 8: Codes and frequency of responses

“tricky”, and two 8<sup>th</sup> grade students said that most of them could be responded to without difficulty. The explanation of the 7<sup>th</sup> grade student on why she found the questionnaire tricky is very interesting and one wonders how many other students would share her reflections. She explained that “some were tricky since I had to self-reflect to answer”. This seems to suggest awareness of the self and the notion of agency. She also stated “some were in between B and C so it was tricky in some questions”. Here, the student echoes an observation made by Ogden and Lo as to

whether or not there should be midpoints in Likert scales (Ogden & Lo, 2011). Although having four aspects of evaluation enhances the ease of evaluation, it does raise questions as to the extent to which the scale is able to capture the accuracy of a respondent's perceptions of an item.

The questions that elicited the responses that have been placed in these categories were not only open, but also very general. I would expect the categories that evolve from the codes used to analyse the content of the semi-structured interview will be somewhat different, and it is to this that I now turn.

### 5.3.2 Reflections on the IB Learner Profile

There was almost an equal number of positive (9) and negative comments (10) about the attributes of the IB Learner Profile, with a similar number of negative comments being made about the MYP or DP of the IB (10). One girl student in 8<sup>th</sup> grade praised the IB Learner Profile as:

“it is a very good way to make students like from all around the world to start to accept that there are many diverse cultures and communities and we have the responsibility to accept who they are and stop being indifferent to those communities” (8<sup>th</sup> grade girl).

This comment suggests that the student has internalized the need to have empathy when viewing other cultures, which Singh and Qi have suggested is a feature of being internationally minded (Singh and Qi, 2013).

Interestingly, a male student had a different opinion. He wrote “I think the IB Learner Profile is the ideal of the perfect student, and as many people know no one is perfect. Hence, meaning sometimes the IB Learner Profile cannot be accomplished fully” (8<sup>th</sup> grade boy).

One boy in 10<sup>th</sup> grade seemed to have mixed feelings about the IB Learner Profile. He wrote:

“IB Learner Profile is like a guidebook to make humans that are designed to contribute to society positively. It is a structured and homogenizing system which tends to dehumanize, often removing individuality. However, the intent and results are clearly positive (10<sup>th</sup> grade student).

It seems that he believes that there are good intentions in having a set of dispositions to help in the formation of students, but by only having a given set of attributes there is the risk of everyone being the same.

These results will be discussed in some detail in the next chapter.

## *5.4 Semi-structured interview*

### 5.4.1 Details of the semi-structured interview

I decided to use semi-structured interviews as I wanted the students to be able to talk about their opinions concerning the IB Learner Profile with a certain degree of liberty, but within a framework that would allow for analysis related to Damon and Hart's notion of the self-as-subject as well as the IB notion that the students should be proactive learners and seek to continue developing the attributes during their lives. Although I had a clear idea as to what I hoped the students would talk about, at the same time I decided it was important to allow the students to express themselves as freely as possible and interpret the questions as they deemed fit. In taking this stance, I am embodying Freebody's observation that "what is taken to be relevant *to the interviewee* is pursued" (author's emphasis) (Freebody, 2003:133). Or, as Cohen et al observe in more detail, a semi-structured interview "enables respondents to project their own ways of defining the world. It permits flexibility rather than fixity of sequence of discussions, and it also enables participants to raise and pursue issues and matters that might not have been included in a predevised schedule" (Cohen et al, 2000:146/147). It was necessary that there was some structure to the interview in order that responses from different students could be compared, but on occasions I found it necessary to ask different questions to those originally designed so that the interview was not only coherent, but I could follow up comments made by students. Although the semi-structured approach enabled a greater degree of student autonomy and, I would like to think, a less-threatening atmosphere, it does mean that there were times when issues were not followed up in adequate detail. Examples of this are given in the next section of this chapter that considers the coding of utterances.

The semi structured interviews were carried out in the morning of 29<sup>th</sup> May, 2015 with students in 6<sup>th</sup> to 10<sup>th</sup> grade whose parents had given permission for them to be involved in the research. All of the students in the sample were Colombians that were

bilingual. All but one of them had been at the school since they had started schooling, with just one of them having spent some time in Panama. Originally I had hoped to have 3 boys and 3 girls from 6<sup>th</sup> grade, 8<sup>th</sup> grade and 10<sup>th</sup> grade to have 18 students representing the sexes over a range of ages. Due to ethical issues, this purposive sampling devolved into convenience sampling, but I think that there is still a reasonable balance between students of different year groups and gender. As mentioned, the parents were contacted with a letter that had inverse request for permission, but I felt it was more ethically sound to ask students to participate whose parents had actually written to me giving explicit permission for their son or daughter to take part in the research. In the end 15 parents gave permission for their children to take part, and these included a brother and sister (Manuel and Sara Noriega) and identical twins (Catalina and Valentina Bautista).

The timing of the interviews was complicated by the time of year in which they took place. It was close to the end of the academic year (the academic year of the school where the interviews took place is at the end of June, with final exams starting in the first week of June). In order not to encroach on student free time at breaks, teachers were asked to give permission for the students to leave the class for 15 minutes, which is the time I calculated would be needed for them to walk to the room where the interviews were held, have the interview and then walk back to class. The teachers complied with this request, with one exception where an 8<sup>th</sup> grade student, Manuela Sierra, had been scheduled to have her interview during a Maths class, but this coincided with a test. She was able to get permission from her next teacher to come to the interview.

As mentioned, I worked at the school where the interviews that took place between 2005 and 2012. During this time I was Head of the English department, IB MYP Coordinator and Deputy Head of Secondary. Due to the three intervening years between my leaving and when the interview took place, only the 9<sup>th</sup> grade and 10<sup>th</sup> grade students showed recognition when greeting me at the beginning of the interview. My relations with the students when at the school was always positive and respectful and the students showed no signs of giving responses that were either untruthful or with the purpose of pleasing me which, it has been suggested

(Wellington, 2000), may be the case when students are being interviewed by an adult.

The interviews lasted between 4 and 6 minutes. This is significantly less than the 30 minutes that Robson suggests is necessary for the content of an interview to be meaningful (Robson, 2011:281). However, I do believe that during the time available I was able to obtain valuable data that gives an insight into student perceptions of the IB Learner Profile. That said, I also realise that it was necessary to obtain additional opinions, which is what led to what I have called 'Research Phase 2'. I will also comment on the time spent with the students in the Reflection section of the conclusion.

The participants by gender / age are summarized in the table below:

Year group	Male	Female	Total
6 <sup>th</sup>	2	3	5
7 <sup>th</sup>	1	0	1
8 <sup>th</sup>	2	2	4
9 <sup>th</sup>	1	2	3
10 <sup>th</sup>	1	3	4
Total	7	10	17

Table 9: Distribution of students by year group and gender

Each interview was recorded onto a computer. An ipad was also used during the interview to show the students a poster online with each of the IB attributes and their corresponding definitions :

<http://www.ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf>

The questions I used were intended to elicit information on the attributes of the IB Learner Profile and were designed following similar wording to that found in Damon and Hart (1988) with the purpose of eliciting from the students their opinions about the degree of continuity and agency in the development of their self. Also, a final question was included which sought to elicit from students their perception as to

whether or not the attributes of the IB Learner Profile made them different in some way or another to students / people that they knew who were not IB students. If the IB Learner Profile is to achieve the mission of the IB, one would assume that there should be some kind of a difference between IB and non-IB students.

The questions were piloted in a school that offers the PYP, MYP and Diploma programmes of the International Baccalaureate and some minor changes were made, with one question being removed. In order to comply with ethical parameters the students were always greeted and thanked for having agreed to take part in the research. In addition, they were told that their contributions would not be shared with anyone at the school and that if they wanted to speak in Spanish they could. At the end of the interview they were thanked for having taken part.

#### 5.4.2 Coding of the responses from the semi-structured interview

I initially had the intention of coding the transcripts by trying to be environmentally friendly and just using the transcript which I had saved on Word. However, after a brief attempt I decided that Word does not have, or I am not aware of, the tools necessary to code. I then tried coding the transcripts after having passed them to Excel as this a) allows for or facilitates repetitive use of phrases and b) provides more scope for placing codes next to utterances. However, after having attempted to code approximately half of the transcripts in this way, I realized that the coding of the student utterances was far more complex than I had thought it was going to be. Although the semi-structured interviews were based round a core of five (5) main questions, with follow up questions to elicit additional information ( see appendix 5) there were rarely two responses that were alike, which led to my having to decide on a large number of codes. I found the advice given by Schulz very useful in carrying out the coding (Schulz, 2012) so I printed off the transcripts and carried out coding by using different coloured highlighters and a pencil.

Another difference between the codes for use with the interviews with those used with the written responses to the open questions is that deciding how to segment the language was more complex with oral interviews than compared with the written word. As such, I found it a lot easier to decide on a two or three word code for the written responses while deciding how to code the utterances of the students was more

taxing. Furthermore, the coding had to be developed not only with reference to the surface meaning of the utterance, but also its context both in terms of the discourse and the context in which the discourse was taking place. For example, my experience of teaching at IB schools in Colombia leads me to believe that a number of students conflate the term IB with the IB Diploma programme, perhaps because this is the longest running of the three programmes. Indeed, this was reinforced during the written responses, and it was plainly so for at least one of the students taking part in the interview.

There were five core questions in the semi-structured interview, with follow up questions prepared for two of them. Of the five core questions the first, which asked students to mention what they remembered / knew about the IB Learner Profile, without any kind of prompt, was designed as an opening question which would contextualize the interview and start them thinking about the IB Learner Profile (it needs to be mentioned that in the letter inviting them to participate the reason for the research was given as that of checking on their awareness of the IB Learner Profile). However, the responses will not be used in this research as I am not interested in how good student memory is nor did I want to give the students the idea that they would be 'tested' as it were on the attributes of the IB Learner Profile.

### *5.5 Findings of Theme 1*

After having ensured that I had the students interested in the attributes of the IB Learner Profile, I continued the interview with a question that sought to elicit the students' thoughts about whether or not they had a similar ability in all of the attributes. I also wanted to know who they thought was responsible for the extent to which they reflected the attributes of the IB Learner Profile.

Theme 1 - Whether or not students believe they have an equal command of the 10 attributes and, if there is a difference, what this is due to.

Core question: Please look at the attributes. Would you say you have the same ability in all of them, or are you stronger in some than in others? (accompanied by an image which showed the 10 attributes of the IB Learner Profile and their descriptions).



Prompt Question: Can you explain why that is?

In the course of coding the responses to the core question, the majority of the students (14) stated that they were stronger in some attributes than others. An 8<sup>th</sup> grade boy and a 10<sup>th</sup> grade boy said that they had the same ability in the attributes, and an 8<sup>th</sup> grade girl started by saying that there was a little difference in her use of the 10 attributes, but she shortly changed this to say that she was “very balanced”. A 6<sup>th</sup> grade girl, Melisa made the interesting comment that “in school they have taught us erm all of them and they have taught us erm to ermmm like to balance all of them in the same but errr as a person err well from the inside I have more attributes developed in a better way”.

Although the question was phrased using “you” and I expected the students to speak personally, I found it interesting to see that a 10<sup>th</sup> grade student, Valentina, regularly answered using the first person plural pronoun (we), and an 8<sup>th</sup> grade girl, Ximena, and a 9<sup>th</sup> grade girl, Sara switched between first person singular pronoun (I) and first person plural when talking about whether or not they felt they had a stronger ability in the attributes. Eight of the students gave specific attributes that they felt they were strong at while 9 did not offer any specific examples. Here, of interest is a comment made by Ximena, an 8<sup>th</sup> grade student, who asked “But like only based in school?” While Ximena was the only students to consider the applicability of the attributes outside the school as an initial response to the question, several of the students provided answers to the follow up question “can you explain this” (the reason why some attributes are stronger than others) by commenting on attributes that are developed by their families or parents. Indeed, Manuela, a 9<sup>th</sup> grade student goes as far as to say:

“I think all of them are developed at school or at home. I think that school teaches you to be like balanced, communicative, thinker and knowledgeable, and at home they teach us to be open-minded, caring, errmm, principled, reflective”. (Manuela, 9<sup>th</sup> grade student)

Here, it can be seen that the students’ opinions triangulated with the findings of the survey that students feel that they have a better ability to manage some attributes than others.

Of the 28 codes that I used to analyse student responses to the prompt question, there are four categories that they fall under. These are : 1) Self, 2) school, 3) family, and 4) general. Nine students expressed opinions that combined different categories, while eight expressed a point of view that was just assigned to one category. Of these eight students, three gave a reason that was related to Self, three to school, and one each to family and one to general. Some of the phrases that the students provided are presented below:

Responses given to the question: Can you explain why you are stronger with some attributes than others / why you have the same ability

### **Self:**

Sonia (6<sup>th</sup> grade) “errm well I think it’s me as a person”

Manuel (7<sup>th</sup> grade) “I wouldn’t be able to give a better answer than that’s just the way I am. Like, I don’t know the reason why”

Lina(7<sup>th</sup> grade) “I think it’s because of my personality”

Ricardo (9<sup>th</sup> grade) “I think everyone is born with a different set of attributes ... I think you can improve them as you go in life and you can learn .... it varies the type of person you are” .

Gabriela (10<sup>th</sup> grade) “Maybe because of my interests my personal interests ... maybe I can be open-minded for example for Design and Technology which I have a big interest in the subject but maybe I’m not very open-minded in Math and I’m a bit like I’m not very challenging myself”

Catalina (10<sup>th</sup> grade) “I like to change my like my role and the things I do so I like I can experience new things”

### **School:**

Juan Pablo (6<sup>th</sup> grade) “Well teachers can help me very much”

Camila (8<sup>th</sup> grade) “I think that throughout the years in the school they have taught us like very well to reflect on our behaviours”

Ximena (8<sup>th</sup> grade) “ Maybe the way they’re taught”

Simon (8<sup>th</sup> grade) “ I think the school contributes too”

Sara (9<sup>th</sup> grade) “I think all of them, for example in inquirers, or in in communicators it may be influenced by the teachers”

Ricardo (9<sup>th</sup> grade) “the school teaches them I think more so in Primary than in Bach.”

Felipe (10<sup>th</sup> grade) “well some of these like began at school”

### **Family:**

Daniel (6<sup>th</sup> grade) “I learnt it by my parents”

Simon (8<sup>th</sup> grade) “I think most of it like through family”

Manuela (9<sup>th</sup> grade) “I think all of them are developed at school or at home”

### **General:**

Maria Luisa (6<sup>th</sup> grade) “It’s like maybe many people have helped me grow”

Bernardo (9<sup>th</sup> grade) “I believe everything like all of that has an has a part”

Sara (9<sup>th</sup> grade) “but it also has to do with outside influences”

Felipe (10<sup>th</sup> grade) “but for example another the ones like being open-minded and caring you learn mostly with your family and your friends”

It is interesting to note that Gabriela contrasts her degree of commitment to an attribute in relation to the extent to which she likes a subject. It also seems that there does not appear to be a difference between comments made by the boys and girls as their opinions are found in all the categories.

The students that were interviewed show that they believe that, on the whole, they are stronger in some attributes than in others, though there are some that believe they have a balanced ability among the attributes. There appear to be four reasons as to why they believe they have the level of the attributes that they have, and they are

because of the way that they are, what they are taught in school, the influence of their parents and family, and experiences that they have with other people.

### *5.6 Findings of Theme 2*

The second theme is whether or not students believe they should improve the ability they have of the attributes and, if they do, who they think is responsible for helping them. The reason for this is that the International Baccalaureate expects students to be life-long learners and strive to acquire and develop the attributes of the IB Learner Profile. I am interested in knowing whether or not students in IB MYP and Diploma share the desire of the IB for them to continue developing the attributes and, if they do, who they think is responsible for this.

Theme 2 - Whether or not students want to develop the attributes of the IB Learner Profile that they are not so proficient with and, if they do, who is responsible for their development.

Core question: What do you think about the ones that are not quite as strong in? Do you want to try and improve them or do you think this is something which, because of your personality, your way of being, you don't need to?

Prompt Question: Who do you think can help you make them stronger: is it your teachers, your parents or you as a person?

The students that had said that they felt that they had the same ability in all the attributes were not asked this question. Of the remaining 13 students that this question was put to, Sara, a 9<sup>th</sup> grade student, said that it wasn't necessary to improve her less developed attributes of the IB Learner Profile. Four other students, Melisa from 6<sup>th</sup> grade, Manuel from 7<sup>th</sup> grade, Manuela from 8<sup>th</sup> grade and Lina from 10<sup>th</sup> grade expressed that they were happy with the degree of command of the attributes which they had, but they would be willing to develop attributes if the opportunity arose. This is probably best captured by what Lina said when she explained "I am happy with the ones I have, but I think that I also need to exercise the other ones" (Lina, 10<sup>th</sup> grade).

It is interesting to see that a number of the younger students provided reasons as to why they thought it was necessary to improve particular attributes. For example,

Melisa said “I think it is because I am a little bit shy that I have to express my ideas better” (Melisa, 6<sup>th</sup> grade), Daniel said he needed to work on being knowledgeable because “I don’t know like I’m not so good” (Daniel, 6<sup>th</sup> grade) and Maria Luisa wanted to work on being a risk-taker as “I think I should be better at that because I don’t get out of like my comfort zone” (Maria Luisa 6<sup>th</sup> grade).

When it comes to reflecting on who is responsible for helping the students develop their attributes the students responded in a similar way to when considering why some attributes are stronger than others as they make reference to the self, school, parents and generally people around them. I found the initial words from Gabriela very interesting when she started by saying who was not responsible for her developing the attributes that she did not have as much competence in; “I guess that my parents have nothing to do with it like I can do very good at school and my parents have nothing to do about it” (Gabriela, 10<sup>th</sup> grade).

Almost half of the students used a combination of two or three different agents that they thought could help them to develop the attributes, such as teachers and the self, teachers, the self and parents and also the self and others. There were four students who thought that just the school or teachers should help them develop their attributes, and two students who believed it should just be themselves that should work on developing the attributes. There was just one student who said it was the responsibility of “many people” (Juan Pablo, 6<sup>th</sup> grade) to help him develop his attributes. Ximena, in 8<sup>th</sup> grade, when looking at the attributes of the IB Learner Profile on the ipad felt that they fell into two categories. She suggested that those on the left hand column of the page we were looking at lent themselves to being developed at school, while as those in the right hand column were more suited to student conscious development.

Responses given to the question “who do you think can help you (to develop an attribute you have said you are not so proficient in)? Is it the teachers, your parents, or you as a person?

**Self:**

Manuel (7<sup>th</sup> grade) “It should be more within me”

Lina(7<sup>th</sup> grade) “I think is something I need to develop by myself”

Ximena (8<sup>th</sup> grade) “I believe students should also be responsible”

Manuela (9<sup>th</sup> grade) “it’s up to you to learn and like to put them to practice and to learn other attributes”

Bernardo (9<sup>th</sup> grade) “I believe it should come from me mostly”

Ricardo (9<sup>th</sup> grade) “You always want to strive to be better, right, and it’s your responsibility”

Catalina (10<sup>th</sup> grade) “First I need to put my interest in those”

### **School:**

Melisa (6<sup>th</sup> grade) “I really want for the school to help me improve my communication”

Maria Luisa (6<sup>th</sup> grade) “ermm well my teachers and myself could work so that it improves”

Camila (8<sup>th</sup> grade) “I think I should have some like a part from school”

Ximena (8<sup>th</sup> grade) “there could be like certain thing that we could do at school to make them better”

Ricardo (9<sup>th</sup> grade) “I think the school is responsible and should try and give you the tools to try and improve, but it’s up to you”

Gabriela (10<sup>th</sup> grade) “I feel that some of the teachers like motivate you and like they help you and they if they see that you’re not doing well they like let me help you and there are others just like it’s your problem”

Catalina (10<sup>th</sup> grade) “also I need a little bit of help with the school because I think that the school needs to motivate me like to have those ones”

### **Family:**

Gabriela (10<sup>th</sup> grade) “I guess that my parents have nothing to do with it”

**General:**

Juan Pablo (6<sup>th</sup> grade) “Many people that are near me can help very much”

Daniel (6<sup>th</sup> grade) “I think all (teachers, self, parents” because I also need to put my effort, my parents are going to help me which is good”

Manuela (9<sup>th</sup> grade) “I think it’s yeah a balance between everyone....”

Bernardo (9<sup>th</sup> grade) “but also with the help of other people”

Once again, there does not seem to be a trend in the responses with gender and ages well-represented across the different categories.

***5.7 Findings of Theme 3***

The third theme changes the focus of the interview slightly to ask the students to consider, in general terms, who has influenced them the most to be the kind of person that they are. As has been discussed in Chapter 2 when considering the literature review, the IB seems to equate the type of learner with the type of person, and here I wanted to know how students would describe themselves in terms of Damon and Hart’s concept of agency (Damon and Hart, 1988).

Theme 3 – The person, people or experiences that have influenced the learners to be the kind of people they are.

Core question: On a more general note, how did you get to be the type of learner or person you are?

Prompt Question: Who or what do you think has influenced you the most – the school, your parents, friends, experiences, decisions that you have made?

Again, just as when considering the previously mentioned two themes of accounting for why the students believe that they are stronger in some attributes than others, and also who should provide support for them to strengthen less developed attributes, the students cited themselves, school or teachers, family or parents and friends as being the people who had influenced them the most. There were two students who referred to experiences and “a lot of factors” (Ricardo 9<sup>th</sup> grade). Nine of the students combined different sources of influence, while four just mentioned one. Daniel (6<sup>th</sup>

grade) and Bernardo (9<sup>th</sup> grade) both said that their family or parents had influenced them, Catalina (10<sup>th</sup> grade) gave “experiences” as being her influence, while Sara (9<sup>th</sup> grade) said that it was “learning by myself”. In total, 6 students referred to aspects of the self as a way of accounting for the way that they were, 11 students mentioned the school, teachers or the IB, and 12 students gave parents or family as the reason for them being the way that they are. Seven students mentioned other reasons, such as “friends”, “experiences” and “factors”.

Three of the students provided responses that are worthy of emphasizing. First, Gabriela (10<sup>th</sup> grade student) drew attention once again to the belief that her parents have not contributed to the way that she is. She stated “I would say maybe not my parents”, and then contrasted this with influences at school “but like some of the teachers have made me like very good at things”. Prior to this Gabriela had asked for clarification of the question when she asked “like the people who mold me into be me?” (Gabriela, 10<sup>th</sup> grade).

Another observation that is interesting was that of Felipe (10<sup>th</sup> grade student), who directly attributed to his parents his acquisition and development of the attributes of the IB Learner Profile by saying “I’d have to say my parents because my parents like want me to be like a little bit of all of this er things that the IB tries to teach so they don’t only want me to be like really academically I don’t know sufficient but they also want me to be caring and respectful and open minded” (Felipe, 10<sup>th</sup> grade).

Thirdly, Ricardo (9<sup>th</sup> grade) , while acknowledging the influence of his family in contributing to the way that he is, makes reference to the “many factors” that additionally have an impact. He alludes to his brother having received a similar upbringing to him, but there is covert recognition that they are different people, influenced by “a lot of factors”. He also mentions that he believes that “teachers, for example, I think mold students very much at an early age, so, for example, I know that my teachers helped me a lot with my development (Ricardo, 9<sup>th</sup> grade). This echoes an earlier comment, when he was addressing Theme 3, when he said “I remember when I was in Primary this was a much bigger thing I saw them you hang the attributes on the wall” (Ricardo, 9<sup>th</sup> grade). Simon, an 8<sup>th</sup> grade student, also made reference to his memories of seeing the attributes on posters in his classroom when he was in Primary.



Rather than attempt to present the categorization of the student responses to the question “why do you think you are the kind of person you are”, I believe that more can be gained by looking at the contributions of some of the students, as very often they combined one or more source of influence, and it is valid to see these in context and not separated.

Melisa (6<sup>th</sup> grade) said “first of all my parents have always motivated me to be erm the person I am and secondly in the school er well I have learnt a lot of things like that help me to be an independent learner and that help me to have my own perspective of things and my own ideas” .

Lina (7<sup>th</sup> grade) claimed “I think by the people that are around me.. so, like, I think I learn some things from them and then that’s how my personality grows”

Ximena (8<sup>th</sup> grade) said “I believe it’s I come from... since I was born, so like the influence from my parents and it has been like a development so like a progress, so first my parents made me like who I am then like I started to see what I like and then I start to like build myself upon this.”

Manuela (9<sup>th</sup> grade) said “I think the main influence of my like attitude, my personality, comes from my parents ... but also to school to things we’ve learnt at school”.

Sara (9<sup>th</sup> grade) gave more emphasis to her own development of her way of being, as can be seen when she says “I think most of it it’s from just looking generally at everything and learning by myself”.

Valentina (10<sup>th</sup> grade) recognizes the role of school in shaping the way that she is, but not so much in the classroom, but “like going outside, doing activities outside the school like sports and that kind of things ... that involves really team work and not like class work”.

While the students continue to recognize the importance of the school and the way in which they can take a conscientious part in their own development, the students interviewed seemed to give more recognition to the role of their parents or families in shaping the way that they are.

### 5.8 Findings of Theme 4

The fourth theme returns to the question of the education that the IB provides in the sense that I asked students whether or not they think there is a difference between IB students and those that do not study at an IB school (non-IB student). The reason why I am interested in this theme is that I think that if the IB has established a set of attributes for students to have, then there should be some kind of manifestation of this among learners in their way of being or their academic performance.

Theme 3 – The extent to which the students believe that IB students are different to non-IB students. .

Core question: – Do you think you have similar learning skills as non-IB students, or do you think the IB makes you a different kind of learner?

Prompt Question: Why do you think this is?

There seemed to be a great deal of agreement that, with one exception, there is a difference, albeit of differing degrees, between IB and non- IB students. What is interesting is that there seems to be general agreement that where there is a difference, it tends to be with regard to the academic standards or practices of the IB (here, it would appear that the students were equating the IB programmes with the IB Diploma). On the other hand, there seemed to be almost unanimous agreement that students were “socially” the same and that whether or not they were IB students was not a distinguishing feature. Perhaps Camila, an 8<sup>th</sup> grade student expressed this well with her response to this question. When she was talking here, Camila was referring to an experience she had when she was on an exchange programme. She said “I think that the personality is more or less the same because when I stayed at her house she was like the same as me and everything was perfect. But in academics I think there is a difference because of the demanding work that the IB encourages you to do” (Camila, 8<sup>th</sup> grade). This view is echoed by Felipe, a 10<sup>th</sup> grade student, when he says “Maybe in the academic there is a difference but well I might say in the social aspects like I don’t know how you behave with other people they’re kind of the same as us.” (Felipe, 10<sup>th</sup> grade). The main reason for saying that the IB students were different to the non-IB students was because the IB programmes were academically demanding.

What is interesting about the findings is that students cite different sources as having influenced their attributes, such as the self, the school and parents.

### *5.9 Research Phase 2:1<sup>st</sup> September, 2015*

The findings from opinions and data gathered in phase 1 of my research suggest an awareness of the value of the attributes of the IB Learner Profile in forming students that are internationally minded and potential influences that shape and develop these, but it may be that these attributes only form one element of what it means to be internationally minded. With the publication of papers by Castro et al (2013) and Singh and Qi (2013) there are additional factors that may need to be taken into consideration. I designed a follow up semi-structured interview (see appendix 6) to be conducted with the students that had taken part in the semi-structured interviews in Research Phase 1. Of the seventeen students that took part in the first phase of the research, only seven responded to the invitation to take part in Phase 2 of the research. There was one girl from 7<sup>th</sup> grade, one girl from 8<sup>th</sup> grade, two girls and a boy from 9<sup>th</sup> grade and a boy and a girl from 10<sup>th</sup> grade. Due to the interviews taking place in the student break time and to optimize time I decided to interview two students at the same time on two occasions, after I had asked their permission to do so.

Similar to the semi-structured interview of the first phase of the research, there were themes that I wanted to listen to student perceptions of. These were: what they understood by the term “international mindedness”, how they felt the attributes of the IB Learner Profile contributed to their developing the ability to be internationally minded, and the extent to which they agreed that the three components of being internationally minded as discussed by Castro et al (2013) and Singh and Qi (2013) contributed to their being internationally minded.

The students were asked when entering the room if they objected to being recorded, and none did. Prior to starting the recording I told them what the interview would be about. Once recorded, the interviews were transcribed and coded using the themes as points of reference. The interviews lasted between 7 and 15 minutes.

### 5.9.1 Findings of theme 1, research phase 2: student perceptions of what it means to be internationally minded

Core question: What do you think it means to be “internationally minded”?

The responses of the students can be grouped into three categories. The two 9<sup>th</sup> grade girls (Ximena and Camila) commented that for them being internationally minded meant promoting one’s own country when one is travelling. When prompted, they added that it is possible to be internationally minded when in one’s country by helping foreigners to understand aspects of the country, and also being aware of what is going on both nationally and internationally. Four of the students expressed that being internationally minded meant learning about and understanding other cultures and languages. They used the term “open-minded”, which is the attribute that Singh and Qi claim is the attribute of the IB Learner Profile that is indicative of having intercultural understanding (Singh and Qi, 2013). Finally, Ricardo, one of the 10<sup>th</sup> grade students, explained that he understood being internationally minded as appreciating the interconnectedness of situations and problems that occur around the world. He said:

“We have this sense of responsibility as a whole to take care of our planet as a whole instead of just our country or a city. A person (someone who is internationally minded) who understands that everyone in the world kind of links together in the sense that we are all the same and we are affected by each other’s actions” (Ricardo, 10<sup>th</sup> grade student).

From the student responses it would seem that they have notions of what it means to be internationally minded which coincide with claims made by Castro et al (2013 and Singh and Qi (2013).

### 5.9.2 Findings of theme 2, research phase 2: student perceptions of how attributes of the IB Learner Profile contribute to being internationally minded

Core question: How do you think the IB learner attributes can help you to be internationally minded?

This question was put to five of the students that participated in this phase of the research. Of these, three of them stated that it helped them to be open-minded, echoing what they thought was important for someone to be internationally minded.

In addition, Lina, an 8<sup>th</sup> grade student, made direct reference to attributes that reflect the other two components of being internationally minded as proposed by Castro et al (2013) and Singh and Qi (2013). She not only mentioned that being a good communicator was important, but also the notion that it was important to be considerate of people from different socio-economic backgrounds. Ricardo mentioned that he saw the IB Learner Profile attributes as a way to develop the values and behaviour to be an “international citizen” (Ricardo, 10<sup>th</sup> grade student). Melisa, an 8<sup>th</sup> grade student, went into some detail explaining the reasons why, or how, certain attributes were more relevant to developing international mindedness. She said:

“having an open mind helps you to think and respect other societies... being a thinker helps you to apply your knowledge and to apply your critical skills to the .. culture and the situation you are facing. And being reflective helps you to think about like the other nationalities and having a mind which is flexible to those” (Melisa, 8<sup>th</sup> grade student).

The students were unanimous that the attributes of the IB Learner Profile helped them to be internationally minded. However, it could be claimed that this was a leading question (Denscombe, 2007, Robson, 2011) as the question was phrased in a way that, it could be suggested, predisposed them to look for ways in which the attributes of the IB Learner Profile helped them to demonstrate the qualities of being internationally minded, rather than approach the question in a balanced way. That said, and as will be seen later, Ricardo was willing to show that he disagreed with the presupposition of a question, and other students presented an opinion that was contrary to the lead-in that I gave to a question. Accordingly, it could be suggested that although this was a leading question, the students gave measured responses to it.

Similar to the questions regarding the attributes of the IB Learner Profile, three of the students were asked who influenced them to have these attributes. Again, similar to the results from Research Phase 1, there is no singular source from the students. All of the students who responded said that they had been influenced by different sources, with school and parents being mentioned by all three of them. Additionally, Lina (8<sup>th</sup> grade student) also mentioned friends and Ricardo (10<sup>th</sup> grade student) referred to the importance of the self in developing the attributes of the IB Learner

Profile. It is interesting to note part of the response from Lina, who started off by saying “I think it depends a lot on the people you hang out with” (Lina, 8<sup>th</sup> grade student). This comment suggests that the environment in which students find themselves can have an important influence on the attributes which they develop.

Leading into the next stage of questions I told the students that some educators had suggested that there were three elements that contributed to being internationally minded and that I was interested in knowing whether or not they agreed with what these educators proposed. I attempted here to minimize the impact of what could be a leading question, though it could be argued that by mentioning that I had read about this I was effectively putting pressure on the students to agree. However, and as previously mentioned, the students were prepared to argue against the presupposition of a question on at least one occasion.

### 5.9.3 Findings of theme 3, research phase 2: student perceptions of how knowing another (second) language can contribute to being internationally minded.

Core question: Some writers say that there are three parts to being internationally minded, and one of them is the ability to speak two or more languages. What do you think? Do you agree that it's important and, if you do, why is it important to speak two or more languages?

Of the six students that responded to this question, five of them agreed that speaking more than one language helped one to be internationally minded. They gave as reasons the importance of understanding other people and being able to find a way to communicate. Sara (10<sup>th</sup> grade student) also claimed that it was a way to show respect to another person to try to communicate in their language.

On the other hand, like Harwood and Bailey (2012), Ricardo stated that, while he recognized the importance of learning and speaking another language, he did not see this as being a decisive factor in being internationally minded. Instead, he saw the education and the values that people have as being more important than speaking a second language. He said “I don't think the idea ... that there are other people out there just the same as you is definitely something that is linked with you speaking two or more languages” (Ricardo, 10<sup>th</sup> grade student).

The overall finding is that students value the importance of being able to express themselves and understand others. This finding reinforces the observation from Research Phase 1 where, in the questionnaire, the students rated the attributes related to being a good communicator as being the attribute with the highest score.

#### 5.9.4 Findings of theme 4, research phase 2: student perceptions of how promoting intercultural awareness can further international mindedness.

Of the three components that Castro et al (2013) and Singh and Qi (2013) claim are indicative of being internationally minded, that of intercultural awareness is the one that I have greatest difficulty in agreeing with, and this is reflected in the lead up to the question for this theme. The question itself may not be leading, but I recognize that the preface I give prior to asking the question was probably inappropriate as it reflects my own perspective of this component. However, as will be seen, the students were refreshingly independent and responded with their own opinions which, on several occasions, were at variance with the message that I had given in the lead up to the question.

My issue with intercultural understanding or intercultural awareness is twofold. First, I believe that to talk of intercultural understanding runs the risk of reinforcing national stereotypes. What do we mean by understanding other cultures? Is it possible to talk about a “culture” that is shared by a nation state? Hill, when discussing culture, makes reference to the five fs: the flags, festivities, famous people, food and fashion of a country (Hill, 2006). Yet, surely, this trivializes what is meant by culture. He goes on to refer to Hofstede’s “four dimensions of variability across a number of cultures”, namely a) power distance or hierarchy, b) individualism – collectivism, c) Masculinity – Femininity and d) Uncertainty avoidance (Hill, 2006:12). But, again, I think there is a danger here of stereotyping individuals that come from a nation because of what some may perceive as being a feature of its culture along these lines. Spencer-Oatey says “culture is a notoriously difficult term to define” and goes on to mention that two American anthropologists counted 164 different definitions of the term in 1952 (Spencer-Oatey, 2012). And yet, as we will see, Ximena believes that it is possible to talk about common attributes that citizens of a nation can have in common.

A second reason for questioning the concept of intercultural understanding or awareness lies in the notion of a globalized economy, the proliferation of fast food chains, such as McDonalds ® and Pizza Hut ® (see Hill, 2006) and also the explosion of technological devices that have social media apps such as Skype, facebook, instagram etc, all of which enable the quick and easy exchange of information, ideas, images and opinions among people around the world. I would suggest that this ability for people to have experiences, see images and listen to people around the world has reduced the factors that used to distinguish geographically- based cultures (by which I mean ones that are associated with places where people live).

Core question (with lead in): Another aspect that has been mentioned in relation to International mindedness is intercultural awareness or cultural understanding. I think with a more globalized economy you can ask to what extent cultures are actually different nowadays. If you compare cultures around the world are they really different? I don't know. What do you think?

Each of the students responded differently to this question. Manuel (9<sup>th</sup> grade student) commented that the difference between different cultures “is certainly becoming smaller” (Manuel, 9<sup>th</sup> grade student) and added that “you can learn a lot about other people’s cultures from the internet” (op.cit). On the other hand, Lina(8<sup>th</sup> grade student) said that “I do think that they (cultures) are really different” . Ricardo seemed to approach the question from an economical perspective when he observed that “I think many cultures are starting to look alike in the sense that, for example, just economically speaking many cultures are geared towards economic (unclear)” (Ricardo, 10<sup>th</sup> grade student). Camila recognized the similarities from an economic perspective, but felt that people were still different. She said “there is still lots of diversity like among each individual” (Camila, 9<sup>th</sup> grade student). Finally, Ximena expressed that while she appreciated that individuals in a country will have their differences, there is still something that brings them together to have a common culture. She said “There is something that ties them together like maybe they always say ‘hi’ in the street or something like that makes them Colombian like a special characteristic that says like that this person is Colombian like that shows their identity” (Ximena, 9<sup>th</sup> grade student).



As well as asking about the extent to which the students felt that there was intercultural understanding, I also wanted to know if they felt that, if they had this understanding, this came from school and / or some other source. The reason for this is I want to know if the students feel that they develop the skills associated with having intercultural understanding (whatever they may be) as a result of their experience at school, if it comes from another source, or a variety of sources. Indeed, I wanted to suggest that as well as understanding other people or issues in other countries, there is a sense of appreciation or empathy. Accordingly, there was a follow up question or prompt:

Prompt: how did you get to be like that (have intercultural understanding). Is this something which grows within you, is it your parents, the school?

Each of students gave slightly different responses to this question. Sara seemed to feel that there were two explanations as to why she could appreciate others one was “maybe if you put yourself in their position ... you may find something that you like or that you like better than they do or else something that you don’t like but you respect and you understand why people do it” (Sara, 10<sup>th</sup> grade student). This was said in the context of Sara having spent some time in the summer in the USA and having experienced celebrations for the 4<sup>th</sup> July. While this suggests that being in the situation can help to understand aspects of the culture, it does not necessarily lead to the appreciation of it. When prompted, Sara added “(it) depends on what your culture is I mean where you start off cos if your culture has something like it or is similar in a way you could maybe say I feel this way about this ..... but if you don’t then you may just not understand those kinds of traditions” (Sara, 10<sup>th</sup> grade student).

According to this point of view, it is the degree of similarity between the culture of the person experiencing another culture, and the culture being experienced that can lead to a person understanding aspects of a culture or not.

Camila, when asked this question, seemed to suggest that it is having a family that helps one to develop empathy with others, while Ximena suggested that it is a mixture of different influences ranging from the family to lessons learnt at school to experiences that one has with friends.

When I asked Melisa, like Ximena, she said that it was due to a mixture of factors. Specifically, she said it was due to the person's own experiences, but that the type of education that she had received was also important. She said "you should learn not only to communicate your ideas .... but also to listen to others and you have to take in what other people think as well. To be able to reflect upon that." (Melisa, 8<sup>th</sup> grade student).

Ricardo and Lina also mentioned the influence of different sources in determining their attitude towards intercultural awareness. In the case of Lina, she emphasized the importance of the family in the formation of her values and also her personality. She said "I think it comes from the way they raise you and like your personality" (Lina, 8<sup>th</sup> grade student). On the other hand, Ricardo referred to the influence of both his family and the school on his attitude towards other cultures and people. Ricardo said "my parents played a huge role in me accepting others as who they are and understand just because they are different it doesn't make them necessarily bad, but also the school teaches you in all different subjects that there are different ways to approach things" (Ricardo, 10<sup>th</sup> grade student).

It is interesting to note that there was no agreement among the students as to the source of the person or people who had influenced their attitude towards other cultures or degree of intercultural understanding. Instead, they referred to their own experiences, their personality, the importance of family and also the education that they have had.

#### 5.9.5 Findings of theme 5, research phase 2: student perceptions of how global engagement or a sense of social responsibility can enhance international mindedness.

Because this is presented as a position which is provided by other people it could be argued that this is a leading question. However, I tried to phrase the question in such a way that it enabled students to express their opinions without pressure to agree with what Castro, Singh and Qi have suggested. I would suggest that the responses from the students indicate that they were able to weigh up the proposition in the question and provide a personal response that showed that they were not pressured to agree with it.

Again, similar to other questions in Research Phase 2 the lead in is quite long, and the format of the question is quite complex. These are both aspects of interviewing that Robson says should be avoided (Robson, 2011). However, I felt that it was necessary to have this lead in and phrase the question in this way in order to both contextualize the question and also minimize the degree of making it a leading question. I consider that the responses from the students indicated that the lead in was not overtaxing and that they were able to give a response in accordance with their opinion.

Core question: the third thing that people have suggested is important to be internationally minded is if you have an understanding of other people and you are aware of differences maybe you want to do something to help them or overcome their differences. So the idea of working with the community is very strong in internationally minded people. Why do you think that is? Or do you agree with that? Do you think that doing community service is an important part of showing you're internationally minded and if not, or yes, why?

Of the six students that this question was put to, only two stated unequivocally that community service was a crucial part of being internationally minded. Ximena said it was necessary as "it's like a way to actually connect with people, with the environment and how that like social space actually works" (Ximena, 9<sup>th</sup> grade student). One of the reasons why Melisa said that doing community service was important was because "you can learn from people and they can learn from you" (Melisa, 8<sup>th</sup> grade student). As can be seen here, both students perceive involvement with social responsibility as a way of getting to know other people and appreciate their situation.

On the other hand, the other four students hedged their responses with Camila going as far to say she thought it was important but felt it was not indispensable to engage in actions. Camila said "if you can't (do an action in community service) I think you're still being, I think that just by caring and by showing that you are interested in knowing what is happening and being aware you are (internationally minded)" (Camila, 9<sup>th</sup> grade student).

The other three students seemed to echo Camila's opinion that one's attitude is of vital importance here. Sara went into some detail explaining her position about this:

"if you do it (community service action) out of actually wanting to help the community and not just because of yourself well I mean that's showing respect. It's all about respect to other people cos I don't think you can be internationally minded without being respectful because people are usually different than you physically and culturally and, well, emotionally" (Sara, 10<sup>th</sup> grade student).

Lina seemed to make reference to the obligatory nature of some community service work that is carried out by students at the school that she attends when she said "some people just do it (community service activities) because they have to and they're still going to act different with them but they're still going to be in their mind, like, I don't want to be here" (Lina, 8<sup>th</sup> grade student). Whether it be for the MYP or the Diploma programme, Lina's comments coincide with observations that other students made to me while I worked at the school.

Ricardo commented on the importance that community service activities can give to understanding other people that are different to the person who is doing the work, but emphasized the importance of the mindset that a student needs to have when they do activities. Ricardo said:

"if you approach community work or you're not open to the idea of trying to understand or accept others it's no use, but if you go out there and try and see, maybe these people are less fortunate than me and they have these difficulties, let's try and understand what they're going through and try and help them. If you go out with that mindset it is definitely going to help you understand people anywhere in the world" (Ricardo, 10<sup>th</sup> grade student).

According to these students, when students undertake activities in the community, or have a sense of global engagement, it is as important to have the right attitude and mindset to undertake the work as actually do the work itself.

Finally, at the end of the interviews with Camila, Ximena, Ricardo, Lina and Melisa I asked if there was something additional that they wanted to discuss with reference to being internationally minded which I had not mentioned. It was only Melisa who

made an additional comment. She wanted to emphasize her opinion that travelling and meeting other people is a crucial experience to know about other cultures and be internationally minded. Her final words were “If you stay in your own bubble (then) it’s really difficult for you to learn to be internationally minded so travelling or learning about different cultures is one of the most important ways to be internationally minded” (Melisa, 8<sup>th</sup> grade student).

Having presented the results of the survey and questionnaire, I will now use the next chapter to discuss these findings and consider their implications.

## **Chapter 6 : Discussion of Research Findings**

With the research findings that are discussed here I attempt to provide evidence, based on the reflections of a small selection of Colombian bilingual students at a school in Bogota, of the extent to which they believe their learning and non-learning dispositions have been influenced by the experience of being at a school that offers the PYP, MYP and Diploma of the International Baccalaureate. I also comment on the extent to which they consider that the IB Learner Profile helps them fit the profile of a student who is “internationally minded”. I would like to believe that I am extending or complementing the work of Burden with his *Myself-As-A Learner Scale* (Burden, 2014) and Buckingham Shum and Deakin Crick with their *Effective Lifelong Learning Inventory* (Buckingham Shum and Deakin Crick, 2012).

Due to the size of the sample, I will only make reference to the findings with reference to the members of the sample. I would hope that other educators would find these findings of interest and seek to replicate the research, with some modifications that I will suggest while discussing the findings, to their situation so that our understanding of student perceptions of the impact of an IB education on them can be better understood. I have not been able to compare my work to that of other educators as, at the moment, I am not aware of similar study having been undertaken.

The purpose of the research is to gain a better understanding of how students perceive the development of dispositions that go to make up their sense of self as they study the MYP or Diploma programmes of the International Baccalaureate. The reason for this is the importance that the IB gives to the attributes of the IB Learner Profile of putting its mission statement into practice and enhancing the attributes of someone who is internationally minded. The relation between the self and being internationally minded has been suggested by Skelton when he said “there have been numerous attempts to plot the development of international mindedness, all of which implicitly or explicitly take into account the progress of self” (Skelton, 2007:381). Up to now, I am not aware of an evaluative tool that measures a student’s appreciation of self with regard to their learning and non-learning dispositions that can impact their degree of international mindedness. Accordingly, I designed a

survey and two semi-structured interviews which I used to elicit student perceptions about the way in which their self has been impacted by an IB education.

I will address the four questions that drive this research, which I presented in Chapter 3 when I discussed the methodology that I used.

### *6.1 To what extent do learners believe that they possess the attributes of the IB Learner Profile with the same degree of strength / ability?*

There is nothing in the IB literature that suggests that learners should have the same, or feel that they have the same, ability in all of the attributes. Neither is there a position which specifies whether students are able to apply the attributes to the same degree in all situations. Instead, the IB only specifies that learners “strive” to put into effect the attributes, and one is left to assume that this is done in all contexts and with similar degrees of proficiency. Indeed, three of the 17 students that took part in the semi-structured interview claimed that they felt that they had a balanced degree of proficiency in the attributes. However, the other 14 all expressed that they felt that they had differing degrees of ability among the attributes, and this was reflected by the students that responded to the questionnaire, where there was not a single student who recorded the same score for all of the attributes.

The scores in the survey suggest that all the students that took part perceive that they have a more advanced ability in some of the attributes than in others. This finding is almost replicated in the semi-structured interview used in the First Phase of the research, where the majority of the students expressed that they felt stronger in some attributes than in others. Although these findings would suggest that learners perceive that they have differing abilities to use the attributes, it is difficult to comment on the extent to which this can be quantified either numerically or with adverbs. It is interesting to note that Singh and Qi claim that the attributes that attracted the highest score in the questionnaire, namely, Communicators and Open-Minded, reflect what have been called two of the three “core elements of International mindedness....Multilingualism and International Understanding” (Singh & Qi, 2013:14). As such, it would suggest that the students that participated in the research consider that they manage very well two of the attributes that are equated with being Internationally-minded, when compared with the other attributes.

That said, Royce-Sadler has suggested that, due to the fact that dispositions are probably linked to situations, “it is doubtful whether dispositions are stable enough for their assessment to be valid or worthwhile” (Royce Sadler, 2002:45). This observation leads to the possibility that the reflections made by the learners about their degree of strength or control of the IB learner attributes are relevant for the particular moment at which they completed the questionnaire or took part in the semi-structured interview. While Royce-Sadler seems to be commenting from a largely theoretical position with little or no reference to theory or research to sustain his position, I have not engaged in sufficient data collection to refute his claim. As such, if other educators were to replicate this research, I would recommend that participants were asked to complete the survey at different times so that Royce-Sadler’s hypothesis can be falsified or my research found invalid.

*6.2 To what extent do learners believe that they develop the attributes of the IB Learner Profile as a result of attending an IB school, as compared with their development through other contexts / means?*

In order to obtain data for this question I designed two research questions for the semi-structured interview. First, and building on the previous question of the interview, I asked students who they attributed their different abilities in the attributes to. I then asked with the aid of whom they thought they could strengthen or develop those attributes that they felt were less developed.

With regard to the first question, of the 17 students that participated in the semi-structured interview, 12 said that school or teachers were responsible for some of the attributes being stronger or more developed than others, while 7 said it was due to conscious decisions that they had taken, and 13 students citing two or more influences. With regard to the second question, 8 students said that they, themselves, would be responsible for improving their ability with the attributes, while an equal number considered that it was the school’s responsibility. I would have thought that the same source of influence would be equally responsible for accounting for the students’ difference in terms of ability with that which would help them to improve, but this is not always the case. It seems that the number of students that believe that the school is responsible for helping them to develop the attributes drops from 12 to 8 students, while those that believe that they are responsible rises slightly from 7 to



8. Those students that indicated that they were responsible for developing the attributes that they are not as proficient in seem to be reinforcing the IB notion of motivation as they “strive” to develop the attributes, showing that they are life-long learners. They are also indicative of the feature of “agency” in Damon and Hart’s theory of the Self (Damon and Hart, 1988). However, I think it is necessary to emphasize that while a greater number of students show this awareness of the role that they need to play, it is still only about half of the students that took part in the semi-structured interview. Additionally, motivation did not score particularly high in the questionnaire, with a notably reduction in scores taking place among boys and girls in 9<sup>th</sup> and 10<sup>th</sup> grade.

Again, with the number of participants it would not be appropriate to make a conclusive statement here. Instead, it seems to me that additional research needs to be carried out into asking students to reflect on the sources of development for each of the attributes, one by one, and consider who should be responsible for developing students’ competence in each of these.

If, as the evidence from the first question tentatively suggests, learners believe that they strongly exhibit two of the attributes that are said to represent being Internationally minded, it is of interest to know if they think that they acquired these attributes or dispositions as a result of being educated at an IB school, or through some other source. From the evidence presented here, it seems that there is almost equal importance given to the school and to students developing the attributes by themselves.

### *6.3 To what extent do learners believe IB learners are different / similar to non-IB learners?*

I hypothesized that, if the students felt that they had attributes which helped them to be internationally minded, then they could appreciate a difference between themselves and students that were not at an IB school. Interestingly, the students all agreed that socially there were no differences between them and students that went to other schools that do not offer IB programmes. In other words, in terms of non-learning dispositions they did not perceive noticeable differences. However, they did claim that there were academic differences. Both from comments that they made, as well as the observations made by students that responded to the open question in the

questionnaire, it seems that students tend to equate the IB with the IB Diploma programme. Some students seem to perceive the IB Diploma programme as very demanding not only with the academic subjects that they study, but also because of the need to undertake Creativity, Action and Service (CAS) activities, study Theory of Knowledge (TOK) and produce an Extended Essay (a four-thousand word essay based on an area of study which they negotiate with as supervisor). Students seem to believe that the academic workload is greater than those of students that are at a school that does not have the IB Diploma

Overall, then, the students that took part in this research believe that they have a better ability in some of the attributes of the IB Learner Profile than others, that they should try to enhance their ability in the 'less developed' attributes and that they should do so by themselves or with the help of the school, their family or their friends. But at the end of the day, they do not see a noticeable difference between themselves and their friends in other schools in terms of their social skills, but just with regard to the academic demands of the IB Diploma and other programmes. Some students see the IB Learner Profile as a positive feature of their education, while others seem to think that it limits the development of their selves.

#### *6.4 Student perceptions of what it means to be internationally minded*

While I wanted to measure students reactions to the attributes of the IB Learner Profile as the main focus of this research, I also wanted to elicit student opinions about the notion of international mindedness and the extent to which the attributes of the IB Learner Profile contribute to this. I also wanted to elicit from the students their perceptions of the extent to which the features of speaking an additional language, having intercultural awareness and believing in global engagement contribute to the students' appreciation of what it means to be internationally minded. It is to this that I will turn, but first I will reflect on the student perceptions of what it means to be internationally minded, before they went on to consider the components of being internationally minded as discussed by Castro et al (2013) and Singh and Qi (2013).

The perceptions of the students about what it means to be internationally minded, as with the following questions, need to be seen in the context of limited follow up prompts or follow up / prompt questions. While the students went into some detail, it

is not possible to do more than say that their reflections demonstrate an initial perception of the question at this particular moment. That aside, they give an indication of the variety of ways in which students perceive the concept of international-mindedness at a school in Bogota. To begin with, it is interesting to note that there was a lack of agreement on what it means to be internationally minded. In this respect, at a basic level, they are reflecting the observation of Sriprakash et al who write “International mindedness is a contested, multiply constituted concept that has varied implications for thinking, being and doing” (Sriprakash et al, 2014:1). That said, it is salutary to see that some of the students expressed views that seem to reflect two of the three features of International Mindedness as proposed by Castro et al (2013) and Singh and Qi (2013). The majority of students equated being interntionally minded with learning about and understanding other cultures. This is reflected in the concept of Intercultural understanding. A second observation by one of the students concerns being able to appreciate the interconnectedness of events. Aspects of this can be perceived in the notion of Global Engagement (Castro et al, 2013). On the other hand, two of the students equated international mindedness with the concept of promoting ones own country, either when travelling abroad or in the presence of people from other countries in ones own country. The results of this aspect of the research are indicative that the students seem to “walk the talk”, as it were, agreeing with the theoretical perception of a number of educators on what it means to be internationally minded. However, I believe that it is not possible to generalise to other contexts based on the findings that are presented here. Instead, this could be an area of future study in a more controlled environment, which would elecit student observations on what it means to be internationally minded, and then conduct additional questions over a period of hours, if not days.

As students have a variety of opinions when they are confronted with an open question into the notion of what it means to be internationally minded, I decided to investigate in more detail the way in which students perceive that the attributes of the IB Learner Profile contribute to them being internationally minded on the one hand, and whether or not they agreed that the three features proposed by Castro et al (2013) or Singh and Qi (2013) contributed to forming the qualities of the internationally minded student.

*6.5 To what extent do learners believe that the attributes of the IB Learner Profile reflect the attributes needed to be internationally minded? And to what extent do they believe that speaking an additional language, having intercultural awareness and believing in global engagement contribute to the students' appreciation of what it means to be internationally minded?*

Singh and Qi suggest that the attributes of the IB Learner Profile help to embody the notion of being internationally minded in the sense that being a communicator is indicative of speaking two or more languages, being open-minded reflects the notion of intercultural understanding, while the attribute of being a thinker is a reflection of global engagement. With these attributes reflecting the three concepts which Singh and Qi claim to embody international mindedness, the other attributes are said to reflect the attitudinal and cognitive features of being internationally minded (Singh and Qi, 2013). It is interesting to see that the students that were asked about describing whether the attributes of the IB Learner Profile reflected being internationally minded mentioned the value of being open-minded and a good communicator here, two of the attributes proposed by Singh and Qi. These attributes also featured as being the two most important attributes during the questionnaire in Research Phase 1. It may be that the students have developed these attributes at school as a result of an IB education. However, when asked where they thought they had acquired these attributes, they not only mentioned school, but also their parents, themselves and their friends. Here, we may have a chicken and egg situation. Do parents choose schools for their children which reinforce dispositions that they promote at home, thereby reinforcing them? ; or do parents and children acquire and develop dispositions that they are exposed to at school which replace other dispositions that the parents or family have? Or does a combination of these two scenarios occur depending on the circumstances and point of view of each student, parent and school? Needless to say, a great deal more research needs to be carried out before one can proffer a reasonable response to these questions.

With regards to the three components of being internationally minded as suggested by Castro et al (2013) and Singh and Qi (2013), the students that took part in Research Phase 2 tended to agree that speaking another language was a valid way of promoting international mindedness as it helped to understand people. However, one

of the students did not believe it to be a crucial element and that people could still be internationally minded without being able to speak another language. This raises an interesting question which is overlooked by Castro et al and Singh and Qi, which is how to measure the attribute which they propose makes up the ability of someone to be internationally minded. When one considers another language, what kind of level or degree of proficiency is needed in the additional language for one to be able to lay claim to meeting the requirements of being internationally minded, and to what extent is ability in the additional language indicative of, or relevant to an attitude, as the students say, to a search for understanding and empathy with people that one has communication with? According to the students, while the ability to speak another language is important, it is the attitude that one has towards other people and the need to seek to understand them that is more important.

This leads us to the notion of intercultural understanding, and here students were somewhat divided in their comments. For two or three of the students, the differences between cultures is getting smaller as the effects of globalization and a dependence on using technological devices become more marked. On the other hand, three of the students felt that differences could still be perceived between cultures with there being 'something' which makes it possible to distinguish people from different cultures, though they were unable to specify what this thing might be. Whatever their views of what was meant by the notion of similarity or difference between cultures, they were unable to mention a common source of influence to account for their views about other cultures. Ranging from personal experience, to the influence of one's family, to things learnt at school, to the degree of similarity between a target culture and one's own, the students had different opinions about what influences them to see different cultures in the way that they do. Similar to the observation made in the previous paragraph, it seems problematic to consider how to measure the way in which students embody the notion of having intercultural understanding. One of the reasons is that until one has had contact with all the cultures in the world, how is one to know whether one or not has 'total' intercultural understanding.

With regard to the third and final component of being internationally minded, the majority of the students agreed that having a sense of commitment to social responsibility was an important element of global engagement and being

internationally minded. However, they were all interested in pointing out that while student engagement in actions related to social responsibility were important, the people's attitudes when they were carrying out the activities were what made the difference in terms of their commitment to being internationally minded. This view perhaps reflects the observation that the school at which the students study organizes social responsibility activities from when the students start Secondary, which are obligatory, culminating in the social element of CAS (Creativity, Action and Service) of the IB Diploma programme. It could be that the students that took part in the research think that some of the students that take part in these social responsibility activities only do so because they are obligatory, and not because they appreciate or want to find out more about the communities that they are told to work with.

## **Chapter 7: Conclusion**

The research described here presents IB MYP and Diploma student reflections on a number of issues related to the attributes of the IB Learner Profile and what they consider being ‘internationally minded’ means. According to the IB, the Learner Profile describes a type of person that, when s/he leaves school not only has the necessary knowledge and skills to either continue studying and / or get a job, but will be a conscientious citizen who will strive to put part of the IB mission statement into practice of making the world a more peaceful place.

Bearing in mind the importance that the IB places on developing the attributes of the IB Learner Profile in students, it seems strange that there have been a number of changes to the organization of the attributes in IB publications as well as their descriptors. I would have thought that if the changes were minor (as the IB has claimed), then it would not be necessary to make the changes in the first place as this suggests change for change’s sake. In fact, by tracking the alterations in successive reviews I have suggested that the changes are quite significant. This, I believe, could be an area of additional research (see section 7.3).

Furthermore, it is inconceivable that there is no standardized means to measure the effectiveness of an IB education on developing the attributes of the IB Learner Profile and that little data or evidence exists on how successful schools are in promoting the attributes among their learners. The responsibility of the school, teachers and, one could argue, the parents is to provide a learning environment in which not only students learn the necessary subject skills and knowledge to be successful academically, but do so in an environment which both exposes students to situations which enable them to develop the attributes of the IB Learner Profile and also encourage them to take responsibility for strengthening those attributes or dispositions that they feel they are not so proficient in. Schools need to be able to measure the success with which they are able to engage the students in using the attributes of the IB Learner Profile and their degree of commitment to wanting to improve those attributes which they are not so proficient in and, I would argue, track how much influence they have had in the development of the attributes (see section 7.3 for further discussion).

The results of the research presented here suggest that IB MYP and Diploma students at a school in Bogota, Colombia, are conscious of being stronger in some attributes than others and have the opinion that they should work to develop those attributes that they are not so strong in. While they seem to value the attributes and perceive the importance of two in particular, (those of being open-minded and good communicators) to being internationally minded, they say that they have been influenced as much by parents, friends and conscious decisions by themselves to develop these attributes as much as what happens in school. There is a sense, then, that IB MYP and Diploma students have the ability to reflect on both what it is that makes them ‘tick’ and also who influences them to become the sort of person that they are. This suggests that, although the school and teachers are important in the process of promoting the attributes of the IB Learner Profile, they are not the only important agents in developing the attributes or dispositions of the IB Learner Profile (see section 7.3 for further discussion).

### *7.1 Reflections*

Although the research presented here provides some information about the perceptions of a small group of IB MYP and Diploma students I am very much aware that if I were to repeat this research I would like to change some aspects. First, I would extend the Likert scale used in the questionnaire so ‘half- points’ could be awarded to allow students more scope to show how they felt about an item. Second, I think that additional open questions for students to should be provided in the questionnaire for them to write about their views of the IB Learner Profile and international mindedness, including some of the questions from the semi-structured interview. Third, the students expressed opinions at times which I could have followed up in more detail; in this sense, the interviews were more ‘structured’ than ‘semi-structured’. Fourth, it would have been useful to give an open question at the end of the semi-structured interview for students to mention anything which had not been covered by the questions. Fifth, it could be beneficial to apply this research in a longitudinal study, and not only with students while they are at school, but also when they leave school to see not only if they apply the attributes, but if they continue to develop them (making use of personal journals). Last, but not least, it would be interesting to include in both the questionnaire and the semi-structured interview



questions concerning the application of the attributes of the IB Learner Profile outside school as well as in it.

## *7.2 Importance of my research*

When I started my thesis I was not aware of any other research that had been conducted into the IB Learner Profile, apart from that of Cause (Cause, 2009). Since then, the IB has requested three position papers (Bullock, undated, Singh and Qi, 2013; and Amiss and Harrison, 2014) and asked for two research projects to be undertaken (Rizvi et al, 2014 and Billig et al, 2014). An independent researcher has called for the attributes of the IB Learner Profile to be seen as virtues and called for the IB to give schools greater flexibility in deciding which virtues should be promoted (Van Oord, 2013). Independent research has been carried out by Stevenson et al (undated) into the promotion of open-mindedness among MYP students in six schools in the UK. Additional research has been carried out by Walker et al into four of the attributes of the IB Learner Profile among Diploma students (Walker et al, 2015), and Gigliotti-Labay conducted research for her doctorate into teacher application of international mindedness in the class (Gigliotti-Labay, 2010). One of the ways in which my thesis differs from the research mentioned here is that I look beyond students in the Diploma programme and include student voices from the MYP as well as the Diploma, in addition to which I look at all of the attributes of the IB Learner Profile and provide student opinions on how they relate to the concept of being internationally minded.

When I wrote my paper on the attributes of the IB Learner Profile and its relation with learner values, attitudes and behaviour, I ended by saying that a lot more needed to be done to investigate the impact of the attributes of the IB Learner Profile on learners (Wells, 2011). I see the theoretical papers and research mentioned as steps in the right direction, but, just as my research sets out to do, I believe that IB MYP students and not just in the Diploma programme, need to be consulted on whether or not the school is having an impact on the development of their self and if they feel that they are becoming internationally minded as a result of experiences at school. This can only occur by tapping into the views of students; not to see if they have the attributes of the IB Learner Profile and how these correlate with academic performance, but whether or not they believe that the school makes a difference to

their attributes or dispositions when they confront issues, whether they be at school or outside it. If students do not believe that school and teachers are making a difference to the way in which they see the world then, one could argue, there is little point in the International Baccalaureate espousing the attributes of the IB Learner Profile, no matter how virtuous they may be. The same can be said in relation to the other strategies that were discussed during the literature review which aim to make students better people. Whether it is the vision of the OECD, UNESCO, the character or SEL programmes of the USA or values programmes of other countries or Non-Governmental Organizations, we need to have evidence about the success (or lack of it) of what we claim to be doing to educate learners to be better people.

In the research which I present here I provide the first evidence of the extent to which IB MYP and Diploma students measure their ability of the attributes of the IB Learner Profile and consider whether or not their commitment to the attributes is attributable to school or other sources. The evidence suggests that students tend to agree with Singh and Qi (Singh and Qi, 2013) that being open-minded and a good communicator are important aspects of being internationally minded. In addition, there is a strong feeling among the students that took part in the second phase of the research that one's mindset is crucial when undertaking service work in the community

The findings of this research were aided by clarifying the notion of attribute (better expressed by the term 'disposition'), with its attendant affective filter, and structuring the research tools around the concept of self-understanding (Damon and Hart, 1988) as well as Burden's Myself-as-a-Learner Scale (MALS) (Burden, 1998 and Burden, 2014). It was with the concept of self-understanding, and in particular making use of the self-as-subject element that appropriate questions could be designed to ask students to reflect on their perceptions about a) the degree of comfort or strength that they had with regard to the attributes, b) the agent that they felt was responsible for them having and wanting to continue developing the attributes, c) whether they were motivated to continue developing the attributes of the IB Learner Profile, d) whether or not they felt that having the attributes made them different in some way to students that were not in IB schools. Although national educational ministries, international organization and / or non-governmental organisations ask teachers and

schools to promote other dispositions or ways of being, the perspective just alluded to with regard to the concept of self-understanding could be used to monitor the effectiveness of their programmes to make students better people.

Needless to say, a great deal more research needs to be conducted and I will address some issues in section 7.3, but I believe that the conceptual framework that I used will be beneficial to schools or teachers who want to conduct research into the attributes of the IB Learner Profile and the IB notion of being internationally minded.

### *7.3 Areas for further study/potential for publication*

As with all research, I recognize that while I have advanced our understanding of some areas of knowledge, a number of questions have also arisen as a result of my findings:

1. The descriptors and manner of presenting the attributes of the IB Learner Profile have altered since its initial conception as the IB PYP Student Profile. I think it is important to communicate these changes to those working in the IB community of schools through a number of appropriate channels. Additionally, this would be used an opportunity to suggest areas for further research concerning the consequences and implications of these changes.
2. The impetus for my research is that it is vital that we know how successful we are in promoting the attributes of the IB Learner Profile at school. However, this is an issue that could be open to debate. From my perspective, it is important to communicate the research tools that I used in my research and share my research findings. Again, this could be done through a number of appropriate channels and further areas of research would be proposed.
3. Given the rate of expansion of the IB, it may be that administrators in the IB as well as schools would be interested in knowing about the literature review as well as the research I have carried out. A brief account of my research will be published in a number of channels.

The IB Learner Profile plays a pivotal role in the IB's strategy to implement its mission statement and develop international mindedness. It is crucial that we have a solid appreciation of what the Learner Profile is and how successful

schools are in promoting its attributes. The research presented here goes some way to clarify the theoretical nature of the attributes, with its discussion of dispositions, as well as show how schools or teachers can obtain opinions from students about whether or not the school is having an impact on the learners' development of the attributes.

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Appendix 1: Changes in the descriptions of the attributes 2000 - 2013

<b>Descriptions of attributes</b>			
<b>PYP Student Profile 2000</b>	<b>Learner Profiles</b>	<b>IB Learner Profile 2006 - 2013</b>	<b>IB Learner Profile 2013 - present</b>
<p>Their natural curiosity has been nurtured. They have acquired the skills necessary to conduct purposeful, constructive research. They actively enjoy learning and this love of learning will be sustained throughout their lives.</p>	Inquirers	<p>They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.</p>	<p>We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p>
<p>They exercise initiative in applying thinking skills critically and creatively to make sound decisions and to solve complex problems.</p>	Thinkers	<p>They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.</p>	<p>We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p>
<p>They receive and express ideas and information confidently in more than one language, including the language of mathematical symbols.</p>	Communicators	<p>They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.</p>	<p>We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p>
<p>They approach unfamiliar situations without anxiety and have the confidence and independence of spirit to explore new</p>	Risk-takers	<p>They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and</p>	<p>We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are</p>



roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe.		strategies. They are brave and articulate in defending their beliefs.	resourceful and resilient in the face of challenges and change.
They have spent time in our schools exploring themes which have global relevance and importance. In so doing, they have acquired a critical mass of significant knowledge.	Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
They have a sound grasp of the principles of Moral reasoning. They have integrity, honesty and a sense of fairness and justice.	Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of all people everywhere. We take responsibility for our actions and their consequences.
They show sensitivity towards the needs and feelings of others. They have a sense of personal commitment to action and service.	Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
They respect the views, values and traditions of other individuals and cultures and are	Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and

accustomed to seeking and considering a range of points of view.		other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.	evaluate a range of points of view, and we are willing to grow from the experience.
They understand the importance of physical and mental balance and personal well-being.	Well-balanced Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.	We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world which we live.
They give thoughtful consideration to their own learning and analyse their personal strengths and weaknesses in a constructive manner.	Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Appendix 2: Letter (in English and Spanish) addressed to parents asking permission for their child to participate in the research.

Dear Parents,

I am writing to ask if you would object to your son / daughter being included in a short interview and / or survey that I am using to collect data for the Doctorate of Education (EdD) that I am doing with the University of Bath, UK by distance learning.

I have been involved in education in Colombia for almost 25 years and have worked at a number of schools in Bogota, Baranquilla, Cali and Bucaramanga. I have seen a growing number of schools in Colombia deliver programmes offered by the International Baccalaureate and I am interested in knowing student opinions about the attributes of the IB Learner Profile. I have chosen to select students from 6th grade to 10th grade and would like to include your son / daughter in my research.

Needless to say, any comments and / or opinions that your son /daughter would share would be treated with the utmost respect and reported anonymously in my thesis, respecting their privacy. I would provide general feedback to yourselves via the school concerning what my research shows.

I would appreciate it if you would inform me via my email (jmw34@bath.ac.uk) if you have an objection by April 13th, or if you have a query about the research, I would be more than glad to answer any messages

Yours,

John Wells

Apreciados Padres

Por medio del presente me permito solicitar su autorización para hacer una entrevista corta y/o encuesta a su hijo(a). El objetivo es obtener información importante para adelantar mi tesis para el Doctorado en Educación (EdD) el cual estoy adelantando con la Universidad de Bath, UK.

He estado involucrado en la educación en Colombia por casi 25 años y he trabajado en varios colegios en Bogotá, Barranquilla, Cali y Bucaramanga y he podido observar con interés un número creciente de colegios que ofrecen programas de Bachillerato Internacional. Por ello, estoy interesado en conocer las opiniones de los alumnos con respecto a los atributos del perfil de aprendiz. Para ello adelantaré esta encuesta con estudiantes de los grados 6° a 10° y me gustaría que su hijo(a) pudiera aportar a mi investigación.

Quiero enfatizar que cualquier comentario u opinión que su hijo(a) comparta, será tratada con todo respeto y será usada en forma anónima en la tesis, respetando la privacidad de su hijo(a). Asimismo, proveeré retroalimentación en general a ustedes a través del colegio sobre lo que muestre mi investigación.

Apreciaría que me avisara a mi email (jmw34@bath.ac.uk) a más tardar el 13 de abril si tiene alguna objeción de la inclusión de su hijo(a) en la investigación. En caso que tenga cualquier duda o interés en mi investigación, con gusto estaré atento a absolver cualquier inquietud.

Atentamente,

John Wells

## Appendix 3: How I see myself as an IB Learner survey

### **Information about the survey:**

The answers provided by students when completing this survey will be used by John Wells in pursuit of the Doctorate of Education (EdD) that is offered by the University of Bath, UK. The survey has not been designed by the International Baccalaureate nor the school which is providing support for John.

John will respect the privacy of all students that complete the survey and will not share individual responses with the IB or the school. General observations may be shared with the school.

### **How I see myself as an IB Learner**

#### Instructions

Below you will find 22 statements about yourself and learning which I would like you to reflect on. You are asked to give your opinion about each statement by saying if it is definitely true about you, a bit true about you, sometimes true and sometimes not, or definitely not true.

Here is an example for you to practice. Choose the letter that shows your opinion of yourself:

_____ -				
I always finish my homework on time	a	b	c	d
<hr/>				
If you think this statement is definitely true, please circle the letter				a
If you think this statement tends to be reasonably true, please circle the letter		b		
If you think the statement is sometimes true, and sometimes not, or you are not sure, please circle the letter			c	
If you think the statement is definitely not true, please circle the letter				d

### **Before you start.**

Please complete this information about yourself

Male or Female .....

Date of birth: ..... class: .....

Today's date: ..... your age: .....

Name of School: .....

*When you finish there is a space for you to make additional comments. You can say if any of the reflections were tricky to answer and why, or what you think about the statements or the IB Learner Profile.*

**How I see myself as an IB Learner****Remember!**

a = Yes, definitely true about me      b = Yes, tends to be reasonably true about me

c = Tends not to be true about me      d = No, definitely not true about me

Reflect on what you do. Put a circle round the letter that is most appropriate for you.

1	I deal with new learning challenges well	a	b	c	D
2	I link what I learn in one subject to things I see in another subject	a	b	c	D
3	I like to learn things by myself	a	b	c	D
4	If I get into trouble I accept responsibility for what I have done	a	b	c	D
5	I don't like having new experiences.	a	b	c	D
6	I do things for other people without being asked	a	b	c	D
7	I like working with other students to learn things	a	b	c	D
8	I think about what I have done so I can learn from my mistakes	a	b	c	D
9	I treat everyone the same	a	b	c	D
10	I know I can learn a lot from other people	a	b	c	D
11	I struggle to appreciate the opinions of people that think differently to me.	a	b	c	D
12	I work at developing skills and attitudes to be a better learner	a	b	c	D
13	I understand that other people's opinions, even if they are different to mine, can also be right	a	b	c	D
14	People think I am imaginative with the way I find solutions to problems	a	b	c	D
15	I look at things from different perspectives	a	b	c	D
16	I adapt the language I use depending on my reason for communication and who I am communicating with	a	b	c	D
17	I tend to make more effort on some subjects than on others.	a	b	c	D
18	I care as much about things happening outside my country as things going on inside it	a	b	c	D
19	I develop as a person by learning from my mistakes	a	b	c	D
20	I am resourceful and confident when I speak in Spanish and English in the class	a	b	c	D
21	I find it positive to have contact with people from different countries	a	b	c	D
22	I don't depend on anyone to encourage me to develop my learning skills	a	b	c	D

**WHEN YOU FINISH**

**Were any statements tricky to reflect on? Why? What is your opinion about the IB Learner Profile?**

Thank you for helping me with my research.

## Appendix 4: Responses to open questions on the IB learner survey

Gender	Date of birth	Class	Age		code
Female	26.02.2001	7	14	Yes, some were tricky since I had to self reflect to answer the questions and some were in between B and C so it was tricky in some questions. the IB learner profile can help students become better learners and make them better people by teaching them new traits that will help them in lives.	tricky questions positive general profile
Female	17.06.1999	8	15	None of the statements were tricky to reflect on because the IB learner profile is really good.	q ok positive general profile
Female	04.03.2000	8	15	Statements were only "tricky" in any way because of improper explanation, but were mostly understandable. The IB learner profile does very well on its own, as a revolutionary idea or dream, but its translation into real life does not create the idyllic setting it promises to, and will continue not to unless there is more enforcement of the dream. It costs more than what is currently being done to create and raise, in a manner of speaking, good, well-rounded people regardless of their environment.	most q ok critical profile theory to practice shortfall profile in practice
Female	29.08.2000	8	14	my opinion about the IB learner profile is that it is a very good way to make student like from all around the world start to accept that there are many diverse cultures and communities and we have the responsibility to accept who they are and stop being indifferent to those communities. this profile has made a big change in my life, it has taught me that i can be different but still have the same capacities and opportunities like others. i have become a better writer, english speaker and developed my skills in every subject i am currently working.	positive general profile positive personal profile non-academic positive personal profile academic
Male	04.12.1999	8	15	No, most of them were pretty straight forward. I think the IB learner profile is the ideal of the perfect student and as many people know no one is perfect, hence meaning sometimes the IB learner profile cannot be accomplished fully.	most q ok critical profile theory to practice
Female	02.09.1999	8	15	The IB learner profile is nice but not always happens.	critical profile theory to practice
Male	30.01.1999	9	16	No, perfect I understood everything	q ok
Male	01.07.1999	9	15	"I develop as a person by learning from my mistakes ", is for me the most essential and key statement from all of the above. Life is all about becoming a better individual thanks to the same errors that once made you a wrong person.	positive personal profile non-academic positive general profile non-academic
Male	10.05.1999	9	16	Not much as the questions where very well structured. My opinion about the IB learner profile is that is completely accurate and shows a good process of how a student should be placed.	q ok unclear
Female	13.05.1999	9	16	No they were not tricky because they all have to do with what is expected from us as IB students. I think the IB learner profile is very elaborated and well planned, it helps students learn to be organized and responsible.	q ok positive general profile
Male	27.10.1998	9	16	I don't find positive having contact with people from different countries. I find it fundamental to a resourceful learning and an open world experience	critical descriptor attribute unclear
Male	19.12.1998	9	16	I disagree about the IB learning profile because it limits the capability of each specific student to learn in ways that suit the student and to learn about subjects that the student finds interesting. Additionally, the examination system measures the capability a student has to memorize facts, not the true knowledge or real-life problem solving skills the student may have	critical general profile critical exam
Male	12.03.1999	9	16	There were no tricky statements, as i have encountered them before. I think that the IB is a hard programme, but it helps you allot to get prepared for your university.	q ok conflate IB with Diploma
Male	04.10.1998	9	16	The IB should last longer, although I also appreciate that it starts so late. However 2 years alone for some subjects make them hard to enjoy and the passion for said subjects could be lost this way.	conflate IB with Diploma critical general Diploma
Female	19.11.1997	10	17	I think the IB should have a better organization when it relates to time and schedule. Also it should be more flexible	conflate IB with Diploma shortfall Diploma
Male	19.06.1998	10	16	the IB learner profile has many good things in it; the problem I find is the organization that is given to it and the way it is taught; in The anglo Colombiano we rarely get projects that require more than one area of knowledge and I personally think that it should be done in a regular basis because that will be a skill required later in our professional lives.	confuse profile with Diploma suggestion for improvement Diploma (school)
Female	25.10.1997	10	17	No	q ok
Male	26.05.1998	10	17	IB learner profile is like a guidebook to make humans, that are designed to contribute to society positively. It is a structured and homogenizing system which tends to dehumanize often, removing individuality. However, the intent and results are clearly positive	positive general profile critical general profile positive general profile
Male	02.08.1998	10	16	From what I have read and experienced the IB is on a general scale very positive, however the IB at out school feels very constrained (limited subjects) and not well organized.	conflate IB with Diploma critical general Diploma
Female	13.08.1998	10	16	I'm not entirely sure if this is the IB learner profile as such, or more of an issue at my school, but the International Baccalaureate doesn't make people better. I've seen and experienced first hand, that because of the IB people at school have been mediocre, just bothering enough to pass or get a good grade because the learning is too restricted. How is a student supposed to learn, not memorize, and enjoy it, while all they can think about is the standardized studying the IB enforces? TOK and CAS "supposedly" encourage a student to be more than another individual in a classroom, but all people want to do is get those out of the way in order to graduate. Weren't IB students supposed to be brought up in a school environment where genuine care came naturally? In addition there is no way that MYP prepares you, at all, for what a student is to expect in the IB. The IB plans students to live according to an IB learner profile people don't take seriously or will barely remember during the year course simply because of lack of time.	critical general profile (IB) critical personal IB question IB negative critical IB question IB negative critical MYP critical general profile
9 females responded to the open question					
11 males responded to the open question					

## Appendix 5: Semi-structured interview questionsPhase 1

### Interview questions

The students were interviewed on a one-to-one basis. The following comments / questions were given to students:

First, thanks for agreeing to help me with my research by answering a few questions. Please remember that anything you say will be treated in absolute confidence, and if you prefer to speak in Spanish at any time, that is no problem.

a. As you probably know, the 10 attributes of the IB Learner Profile are given quite a lot of importance. Can you tell me how much you remember about them, like what they are and why they are important.

1. (Showing the attributes on an ipad) Please look at the attributes. Would you say that you have the same ability in all of them, or are you stronger in some than in others?

1a -prompt – Can you explain why that is?

2. What do you think about the ones that are not so strong? Are you going to try and improve them, or do you think they don't go with the sort of person you are?

2a – prompt – Why / why not?

2b – Who do you think can help you work on these attributes – do it by yourself, or with the help of teachers, parents, friends or just experiences?

3. On a more general note, how did you get to be the type of learner or person you are?

Prompt 3a. Who or what do you think has influenced you the most – the school, your parents, friends, experiences, decisions that you have made ?

4. Do you have friends that are not IB students?

4a – if yes – Do you think you have similar learning skills as them, or do you think the IB makes you a different kind of learner?

4b – if no – Do you think the IB learners are different in any way to non-IB learners, or would say that they are basically the same?

I don't have any more questions. Is there anything else that you would like to say about the IB Learner Profile?

Thank you for your cooperation.



## Appendix 6: Semi-structured interview questions Phase 2

The students are to be greeted and asked if they remember talking about the IB Learner Profile. They will be told that the questions in this session will build on the previous questions.

1. What do you understand by the idea of being internationally minded?

Prompt question: Can you explain that?

2. How do you think the IB Learner Profile can help you to be internationally minded?

Some writers say that there are three aspects to being internationally minded, and I am interested in what you think about them; if you agree with their ideas or not:

3. One of the things they suggest is that it is important to speak another language. Do you agree with that?
4. Another thing they say, which I have difficulty in understanding, is that you need to have intercultural understanding, but with the globalized world that we live in, I don't know if we can talk about there being different cultures. What do you think?
5. The other thing which they say is important is that to help us to get to know people we should go out and work with people and do things for people. Do work in the community. Do you agree that this is important to be internationally minded, and why?

### Appendix 7a Semi-structured interview Phase 1: Lina Atuesta

J: So today is the 29 of May I have in front of me Lina Atuesta 7th grade student.  
Good morning Lina

L:Hi mr!

J:How are you.

L:Good thank you and you?.

J:Very well. Ok so two things. First then just to remind you that whatever you say here is just for me I am not got to share this with Anyone so you can speak in confidence and the second things is that if for some reason you have any difficulties with English and you want to talk in Spanish no problem

J: Ok So the first thing what do you know about the attributes of the IB Learner Profile? Can you say something about that?

L: No .... I don't ..... like

J: I said no problem No problem because just for the information Lina told me you came to the school is one year ago

L: Yeah I left in kindergarten and came back,

J: Okay alright where were you between now and kindergarten

L: Panama

J: ahh alright ok ok, right great So what we are doing is talking about is the attributes of the IB Learner Profile. Hang on a second this is a poster that gives the different attributes the attributes are the words in blue

L:Ok ya,

J: So what I am interested in knowing do you think you have the same ability in all of these attributes ? Or do you think you are stronger in some than in others?

L: I think I am stronger in some than in others.

J:Why do you think that is?.

L: Because like some attributes are more difficult for me to like have than others so

J: ok And why do you think they are more difficult? Is it because you don't get enough support from the teaches is it because of the way that you are? Is it because you don't get support from your family?

L: I think is it because of my personality!

J: ok right! Fine so the one that you feel that you no quite so good at. Do you think that you should try to be better or these are just things that don't get with your personality so why why try to improve

L: No I think I should improve in some so

J: Ok and who you think can help you to improve? Is it with the school? Is it something that you need to develop by yourself? Your parents or what you think?

L: I think is something I need to develop by myself

J: Mm ok right fine! Now what about in a general term, how do you think you have got to be Lina Atuesta?. Who or what makes you the kind of person or the kind of learner that you are?

L: I think by the people that are around me, so like I think I learn some things from them and then that's how my personality goes

J: Ok and when you say them are we talking here about teachers, students, parents other people outside the school?

L: yeah, I think it's more from friends but also a little bit of from parents and from teachers too

J: Ok ah great Lina would you say that there is some kind of difference between IB students and non IB students? Or would you say that basically they are the same?

L: No I do think there is a difference,

J: Ok what is the difference and why do you think there is a difference?

L: Because maybe some of them are more like since one of the attributes is open-minded maybe some of them are really closed so everyone has different personalities that's what they make us different

J: ah ha, ok when you say some of them might be closer are you talking about IB students or non IB students?

L: non IB students

J: Ok, is there anything else that you want to comment about the IB Learner Profile?

L: No thank you

J: Ok Lina thanks for your help.

### Appendix 7b Semi-structured interview Phase 1:Catalina Bautista

J: So today is the 29th of May I'm speaking to Catalina Bautista 10<sup>th</sup> grade student so good morning Catalina,, good to see you, can I just remind you of say three things so first of all when we are talking if you can speak up so that it is recorded, secondly what you say to me is totally confidential it is just me and my research. And the third thing if for some reason you want to talk in Spanish is not problem. Ok?

C:OK.

J:Right, so as you know the attributes of the IB Learner Profile are quite an important part of the IB, as a general comment or observation what do you know about the profile and what is your opinion of the profile?

C: Well, in first place I would think that at this point of my life the school has like put so much effort like so that people can actually express that attributes of the IB Learner Profile so I don't have them like..

J: Fine fare enough no problem just to help you I got a display here that shows the ten attributes amm what I would like you to do is to look at the attributes just to remind yourself and let me know, do you think you have the same ability in all of these or do you think that some you are a bit stronger than in others?

C: Well I think I am stronger in some some attributes here,

J: ok, which ones would you say you're stronger in?

C: Like risk taker, Caring, open minded

J: ah hah

C: communicator and reflexive reflective

J:ok, and why you think you are stronger in those ones? What is it about your experiences or the way that you are that made you stronger?

C: Because I am really open mind to try new things, like things that I do every day when I am really boring so I like to change my like my roll and the things I do so I like so I can experience new things,

J: ok And how did you get to be like that is that because of things you have learned in the school, because of what your parents have taught you is it something within you What you have seen in your friends, I mean how do you think you got to be like that?

C: Because all the experiences I have lived in with my life.

J:Ok, right no, good and what about the ones you are a bit weaker on.. let's say ahh, would you say that do you think you need to be stronger in those? Or do you think that you know you are happy with ones you are strong with?

C: I am happy with the ones I have. But I think that I also need to exercise the other ones so I can be like a good person and like be a good professional ,

J: ok, right and how you think you can do that, is it something which the school needs to help you with is there something you need to work out by yourself come with the family,

C: I think it's both like first I need like to put my interest in those and also I need a little bit of help with the school,

J: ok, right

C: because I think that the school needs to motivate me like to have those ones.

J: Ok, right great thank you very much for those comments, erm on a more general comment how or why do you think you have or maybe we have spoken about this already about why you think you are the kind of learner or person you are? I think you said it is because of experiences that you had. Ok right good.

C: yes

J: Do you have friends that are not IB students?

C: Yes I do.

J: Would you said that when you compare yourself to them would you said that you are the same in terms of learner or way of being or do you think there is some kind of a difference between IB students or non IB students?

C: Well, there is a difference, but it is not like a big difference that you would notice like for instance like you need to know that person so that you can be able like to know that they aren't IB students.

J: Ah, ha right ok, but when you say that there is a kind of a difference , can you sort of explain what sort of difference you think there is?

C: I think that IB like has these square where you have to learn this way and be this way and like do things this way like the IB wants,

J: yeah ok

C: that's because it's the IB, the other students that are not doing the IB, the other schools you can see they are really different because they have like other options to think in different ways and to learn in like different ways so they have like a more bigger space like to learn and like to discover which is the best way for them to learn and like to understand things, I think that does not happen with the IB because the IB only teaches you one way and does directly

J: ok, Catalina thank you very much it is been very interesting and I really appreciate these comments.

C: ok

Appendix 7c Semi-structured interview Phase 1:Ximena Cortes

J: I have in front of me Ximena Cortes, an 8<sup>th</sup> grade student. Good morning Ximena.

X: Good morning.

J: How are you?

X: Fine thank you, and you?

J: Yeah very well thank you. So Ximena, two things first. Just to remember, whatever you say will be treated in confidence.

X: Ok

J: Ok? This is just for my research, I'm not going to talk to the school about this, ok?

X: Ok

J: Second thing, if for some reason you want to say something in Spanish, no problem.

X: ok perfect.

J: So, Ximena. Uhm the attributes of the IB Learner Profile, is what were going to be talking about.

X: Ok

J: So just tell me what do you know about the Learner Profile and what's your opinion of it, what do you think about it?

X: Ok so I know it's based like on different attributes,

J: Uh hum

X: So like risk taker open minded, ehh, knowledgeable, I don't ehh

J: That's ok, that's ok. Uhm what I've got in front of me actually, is, a little poster from the IB so that we can remind ourselves of what the different attributes are, and what id like you to do is can you look at these, just to remind yourself and can you tell me, do you think that you have the same ability in all of those? Or do you think that maybe you're a little bit stronger in some than in others?

X: But like only based in school?

J: No, I mean could be in school could be outside school, yeah

X: Well, No I believe like we all have like different amounts of these attributes.

J: ok

X: So there are people that could be more communicators than enquirers, I don't know

J: Ok Fine, fine that's ok. Uhm why do you think that is? Why do you think that some people have different skills or abilities, strengths in some more than others?

X: Maybe the way they're taught? So they can be taught like a visual learner, so they start to be more like I don't know, reflective or thinkers. So yes.

J: Ok so all right then, good. Uhm now, with the attributes that you or other people are not so strong in. do you think that you should try to be stronger in them, or is it just something which you know is not part of your personality, so its ok to be weaker?

X: I believe we should like strength, like make them more, like improve on them

J: Ok

X: and there could be like certain thing that we could do at school to make them better

J: Uhum, Ok

X: So like I don't know, like communicators we could do like, emm like on presentations, for example,

J: Yes,

X: eh hh yes but this like risk takers, and these, like the ones that are here on the right,

J: Uh hum yes,

X: those are, I don't know, we don't see them that much at school,

J: uh hum

X: like risk takers

J: yes

X: Well, like on classes,

J : OK, Ok, so, who do you think should be responsible for making or helping student to be better? Is it only the school or do you think that student should also be responsible for working on these?

X: Yes I believe like students should also be responsible because there are lots of things that we should encourage ourselves to do them. So like caring it's like something that we have to think about it and it's not like someone that has to be constantly saying like you have to be caring. It's something that you have to know.

J: Ok right fine, uhm Ximena. And on a more say, general level, how do you think you have come to be, the sort of person or the kind of student you are? Where do you think or whom do you think has influenced you most? Do you think the

influence has come from the school? Has it come from your family? Is it something that you've developed as you got older? To be the kind of person that you are? Where did you, how, how can you explain how Ximena has come to be Ximena?

X: Ok So I believe it is ..... I come from ... since I was born, so like the influence from my parents and it has been like a development so like a progress, so first my parents made me like who I am and then like I started to see what I like, what I see and then I start to like build myself upon this.

J: Ok, all right thank you very much for that opinion. And the final question then, do you think there is any kind of a difference between IB students and non IB students? Or would you say they are more or less the same?

X: I'm not sure but I believe like, like I have friends from other schools that are not IB, and they, socially they are exactly the same, like same amount of work, but sometimes like they, are a little, IB, it's a little bit more, like, eh exigente

J: Demanding

X: demanding yeah,

J: yeah, ok,

X: on certain amounts of work.

J: Ok, all right then, Ximena thank you very much for sharing your opinions with me, that's great, I really appreciate it. Thank you.

X: Ok, thank you.



### Appendix 7d Semi-structured interview Phase 1: Simon Diaz

J: This is the 29<sup>th</sup> of May, I have Simon Diaz in front of me, an eighth grade student. Good morning Simon.

S: Good morning

J: How are you?

S: Fine thank you.

J: Good, fantastic, Ok so, Simon, just before we start the interview, two things. First, remember that whatever you say, it's just going to be with me, it's for, it will be treated in confidence. And also, if you want to speak in Spanish at any time, no problem.

S: Its ok

J: Ok, Great, ok, good. I just have to make sure and check. So, as you probably know, the attributes of the IB Learner Profile are an important part of the IB. What do you know about the IB Learner Profile and what's your opinion of it?

S: I know that the IB Learner Profile is basically a kind of a programme, that it, it kind of like teaches you to be, like how to investigate and, yeah like...

J: Ok

S: And my opinion of it, I don't know I think, it's a good programme because it helps

J: Right

S: The students to ehh

J: Ok.

S: I don't know

J: Yeah Sure, Ok so what we're going to do is, were going to look at the attributes of the IB Learner Profile, and what I'd like you to do, is to let me know, do you think that you have the same ability in all of the them or do you think that you may be stronger in some than in others? Take a while, just have a look at those to remind yourself.

S: What, what was the question again?

J: Yeah sure, do you think that you have the same ability in all of those attributes, or would you say that maybe you're a bit stronger in some than in others?

S: I would say about the same, probably.

J: Ok, all right, great. Uhm, where do you get, where do you think you get these abilities from? How, how do you think you got to be the way you are? Is it through the school? Is it through teachers? Through family?

S: I...

J: Or is it because of you...

S: I think most of it like through family, but also I think the school contributes to.

J: Uhm, Ok, can you explain why or how you think the school has contributed to you developing these attributes?

S: Well, I don't know, since we were like, like in first grade they've always taught those, these attributes and attitudes. So I remember we had like, in one of my classrooms like, posters that had like, the attributes and attitudes. Yes

J: Ok, all right, great. Uhm I really only got one other question. Do you have friends in other schools?

S: Yes

J: Ok, That are not IB students?

S: Uhm, Yeah, sure.

J: Ok, Ok, Do you think that, uhm, IB students and non-IB students are the same sort of people or are the same kind of students or do you think that makes IB students a bit different?

S: Uuuhm. I think they're about the same.

J: Yeah? Ok, all right then, yep sure, no problem. Ok, Well thanks very much then Simon, I appreciate it.

### Appendix 7e Semi-structured interview Phase 1: Manuel Noriega

J: Ok so today is the 29<sup>th</sup> of May. I am here with Manuel Noriega who is a 7<sup>th</sup> grade student. Good morning Manuel.

M: Hi

J: Hi, how are you?

M: Fine.

J: Ok, great, so Manuel, two things before we start asking, asking questions. First is that, whatever you say, it will be treated in confidence. It's only for my research, I won't share it with any one else. And secondly, if for some reason you want to speak in Spanish, no problem.

M: Ok

J: Ok, so. Now then. What I'm talking to students about is their knowledge of, their opinions about, the attributes of the IB Learner Profile. Ok, So first a general question, what do you know about the IB Learner Profile and what is your opinion about it?

M: I don't know much

J: Ok, all right, fine. No problem, so what I've got here, is a poster, uhm, with the attributes of the IB Learner Profile, so if you could just have a look at that. Now, can you tell me, do you think that you have the same ability in all of those or do you think that maybe you are stronger and better in some more than others?

M: Mmm, I think I'm better at the inquirer, knowledgeable and thinkers.

J: Uhm

M: Than for example communicating,

J: Uhm

M: Eh, some times risk taking, and ehh

J: Ok, all right then. Why do you think that is? Why do you think that you are better at some than at others?

M: Mmm, I wouldn't be able to give a better answer than that's just the way I am. Like, I don't know the reason why.

J: Yeah. Fine, I think that is a very very sound answer. Uhm, what about the ones you're not quite as good at? Do you think you should get better at them? Because, you know, if that's not the way you are, do you think you should get better at them or, or, or not?

M: Uhm, I know I should get better at that. I've already gone better than I was before. Ehm, But, but still, like. Ehm Sorry, I got lost. Like, it's hard for me to get better at those things.

J: Ok, alright fine. Uhm, but assuming that you should get better, ok? Who do you think should be responsible? Who, who can help you? Should it be something that comes from the school? Should it be something that comes from within you? From your friends? From your family? A mixture?

M: It should be more within me, because ehh, my problem is mostly risk taking, that's, and that's not something other people can really fix.

J: Ok, alright fine. And at a say, a general level, well I think I can see where we're going with this. Can you explain who you think has influenced you the most to being the kind of person or the kind of student you are? Do you think this comes from within you, like you say the kind of person you are? Has the school influenced you? Your parents? Your friends? A mixture of these? At a more general level?

M: Uhm, Well I would say one part within me, I've always been more keen towards knowledge and such. Ehm, and also, ehh, I would say friends have helped me.

J: Ok, Alright then. Alright, Great. Uhm and one final question. As a kind of again, a general comment. Do you think that IB students are different from non-IB students? Or would say that they're basically the same? Cause they're adolescents? Or is there any kind of difference at all?

M: I say there's a difference in the upbringing between the two. In how they're raised and eh, what values they have. Ehm, and in general I believe IB leans more towards the IB side,

J: Uhm

M: Eh sorry! IB side no. Eh to the intelligence side than, eh than other systems.

J: Ok, alright Manuel thank you very much for sharing those opinions with me. I'm sure they're going to help me with my research.

M: Thanks

J: Thanks a lot then.

#### Appendix 7f Semi-structured interview Phase 1: Bernardo Atuesta

J: Ok, so today is the 29<sup>th</sup> of May. I have in front of me Bernardo Atuesta. Uhm, Good morning Bernardo.

B: Good morning

J: How are you doing?

B: Very good, thanks.

J: Ok, great stuff. Ok, So two things first before we start the questions. First of all is that, to remind you that whatever you say will be treated in confidence. Its only going to be for my research, I'm not going to be sharing this with anybody in the school. And secondly, if for some reason you want to say anything in Spanish, there's no problem.

B: Ok

J: Ok? What you feel comfortable with. So, the first thing is, I'm interested in getting students opinion about the IB Learner Profile. Ok, so can you tell me what you know about the IB Learner Profile and what your opinion is of it?

B: Eh, well, I don't know much about it, but, Eh. I'm not sure how to, answer this question.

J: That's ok, no problem. I've actually got a, an official, uh poster from the IB here; lists in blue, the ten attributes of the IB Learner Profile. Have a look at that. Were in no rush, and can you tell me, do you think that you have the same ability in all of those, or would you say that some are maybe a little bit stronger than others?

B: Yeah, some, not everything is like, equal. At the same level, I think some of these are more, ehhm agh, like some of these, eh qualities are, are at a higher level

J: Ok

B: Than others.

J: Right. Can you explain why? Why do you think you are better at some than others?

B: Ehm

J: Is it because of uh, influences from teachers, or from your parents?

B: I believe

J: Or, or, or, or your character from, from you as a person?

B: I believe everything, like all of that has an, has a part, takes part of this Learner Profile, and the effect that I've; I've been in different schools. Makes it more, well eh, unbalanced.

J: Ok, ok, uhm, so the ones which maybe you're not quite as strong as, do you want to get stronger in them? Or do you think that uhm, maybe they just don't really fit with your interests or your personality, and you don't need to make them stronger?

B: Yeah I, I would like to make them stronger.

J: Ok, and who do you think can help you to make them stronger? I mean, is it something that should come from you? Should it be with the help of teachers, parents, is it a balance between different influences?

B: Well I believe it should come from me mostly, but also with the help of other people.

J: Uhum

B: And like in experiences, like eh, in like what I experience in some situations, make these qualities stronger.

J: Ok, All right, that's very clear. Uhm what about on a more general level, uhm. How do you or who do you think has influenced you to be the kind of person or the kind of student you are?

B: Eh, my my family.

J: Ok, Ok, Ok. All right then. Uhm and final question then is. Do you think that there is any kind of difference between IB students and non-IB students? Or would you say that they're basically the same because they're teenagers, they're adolescents? What do you think?

B: Well they like adolescents, and they may eh, act the same way. But the, the questions from the IB and exams are, they're tough.

J: uhm, yes, yes,

B: And eh, it makes you think eh, at a different perspective. Than what, I haven't like, what others people would watch like the problem. Like in maths for example they give you an equation and they give you to do something, some people may eh, look for different ways to get to the objective. And yeah.

J: Ok, all right listen Bernardo. Thank you very much for sharing those opinions with me. Very much appreciate it. Thank you.

### Appendix 7g Semi-structured interview Phase 1: Sara Noriega

J: So today is the 29<sup>th</sup> of May, I have in front of me Sara Noriega, a 9<sup>th</sup> grade student. Good morning Sara

S: Good morning Mr. Wells

J: how are you

S: fine thank you

J: Great, so there are two things I want to make sure before we start the interview. The first thing is that what you say to me will be treated in confidence. It's only for my research. I'm not going to be sharing this with people in the school

SI: All right

J: And secondly if you want for some reason to say something in Spanish, that's no problem

S: ok

J: ok right so then..ermm.. I'm interested in knowing what students think about the IB Learner Profile.. so the first thing is.. what do you know about it.. ermmm.. and what's your opinion of the IB Learner Profile.

S: Well I know that it's a very well thought up program for example.. its .errrr.. I personally think it's a better program than the MYP

J: eh huh ok

S: its better structured it's much professional

J: okay

S: ermmm... more like it enriches our learning even more than the MYP I'm excited to go into it because I think it's a very good progra for example I think that for us for ermm in our economic status for example it's a very good program for example it works for many of us

J: okay

S: I don't think it would work for lower class people because the IB is not very know here in Colombia

J: eh huh okay

S: and people don't really care about it here but if you were to study abroad you would be a... it's very important and it's and very well respected

J: okay all right then thank you for sharing that with me what we'll do now is start to look at the attributes of the IB Learner Profile okay so I'd like you to just have a look at this and to remind yourself what they are and can you tell me do you think that

you have the same ability in all of those or do you think that maybe you are stronger in some than in others

S: all right

J: okay just have a look at that

S: well in general I think...mmm... I am very I have almost the same strength in almost all of them for example some are weak but not exaggerated like not in big difference and yes I think it's very balanced

J: okay why do you think that maybe you are a little bit stronger in some than in others is this because of ermm experiences in school, is it because of teachers, family or is it because of the way that you are as a person

S: I think all of them, for example in inquirers, or in in communicators it may be influenced by the teachers

J: eh huh

S: some teachers might be more interested in some subjects that they are teaching so that also affects a lot in how we perceive the class

J: eh huh okay

S: ermm but it also has to with outside influences if I'm for example taking a course that somebody else isn't I would have an advantage on that attribute than the other person

J: okay yep sure sure and you mentioned that maybe there are some that you are not quite as strong at. Do you think that you should try to be stronger in those ones or just because of the way you are or your own interest is okay to have them weaker

S: yes for example for my interest I'm not very in my interest for for future for the future and in my hobbies and life and my social circle I'm not very interested in .. well I'm not saying that I'm not interested but it's not a necessity

J: yep eh huh

S: in being for example a perfect communicator

J: eh huh right

S: it is necessary you need to talk to people all the time but it's not like a ..mmm.. I'm focused on a work that has to be a communicator

J: all right fine Sara that's good that's good erm on a more general level erm who or where do you think you get the influence from to be the kind of person or the kind of learner that you are do you think it comes from your parents does it come from the school the people around you, your own thoughts and developments. How do you explain to other people how you got to be the way you are



S: erm I think most of it it's from just looking generally at everything and learning by myself my my own thoughts

J: right

S: erm for example I don't get very influenced, I think about things twice.

J: eh huh

S: erm I try not to be very naïve

J: yeah sure sure

S: and erm well I always reflect on things by my own for example any social movements think about them myself, I don't get the opinion from somebody else, my teacher or my parents I try to give my own opinion

J: right okay great Sara, thank you. One final question I don't know if you have friends that are not IB students but I'm interested in if you think that there is some kind of a difference between IB students and non IB students or if you think that they are just the same as adolescents. I don't know what what do you think

S: Well I mean academically of course there is a difference

J: eh huh

S: ermm but I think its more about what they grew up in because IB comes later in the school for us and not even an official IB student but for example if I had a friend who isn't an IB student for example somebody that wasn't doing the IB diploma here we would be very similar because we were both raised by similar families and similar cultures and the same school so it's more about not what is right now because it's harder for us to learn how to be right now than it was for a kid so in our earlier years that it's what makes the difference

J: mmm yeah Sara Thank you very much in deed for sharing those opinions with me really appreciate it thank you very much

### Appendix 7h Semi-structured interview Phase 1: Ricardo Ortega

J: So, today is the 29th of may, I'm here with Ricardo Ortega of 9<sup>th</sup> grade. Good Morning Ricardo,

R: Good morning sir how are you

J: I'm fine how are you doing

R: I'm good thank you

J: good, fantastic, so to begin two things first. Whatever you say here, it will be treated in confidence, it's only for my research, I won't be sharing it with other people. The second thing is if for some reason you want to say something in Spanish there's no problem.

R: ok

J: okay so, first of all then.. erm... what do you know, we're talking about the attributes of the IB Learner Profile. What do you know about the Learner Profile and what's your opinion of it

R: well I know that the IB wants to create an integral student, a student that excels in different areas

J: that's right

R: ummm I think that very valuable, I think for life the fact that you know how to umm be good at many things is very important. I think the IB does a really good job at that at teaching you various things umm but on the other hand I think maybe they don't take advantage of your own personal capabilities say if I'm better at maths than I'm in English there's no way for me to show that

J: eh huh okay

R: um and if I'm good at something else I mean not so academic but not specifically a subject it's not easy for me to show my potential in those areas

J: right

R: uum the way they examine the IB in my opinion I think they test how much you remember things and not how much you know I personally struggle doing exams I get panic attacks

J: yeah yeah yeah okay

R: so well it's hard because you know things but they don't test how much you know they test how much you remember

J: right yeah sure ok

R: but I mean I do I understand where they're coming from as far as how do they do things in order for us to have an integral learning

J: fair enough fair enough okay Ricardo okay thanks very much for that, what we'll do know is we'll look at actually the specific attributes and looking at those could you tell me umm do you think you have the same ability in all of them or do you think that you're stronger in some than in others

R: I think I think everyone is born with a different set of attributes, I think, well I know that I'm better at some of these than others

J: mmhmm right

R: umm but I mean I think that something you are born with, I think you can improve them as you as you go in life and you can learn them and the school teaches them I think more so in primary than in Bach umm but I do think that like for example I know umm reflective, I don't think as much of the things I do as I am I believe I'm an open minded person so it varies on the type of person you are

J: okay all right then okay and the things you are not quite as good at, you said that the school should help you with that umm but is it only the school or should you also be partly responsible for

R: I mean you always want to strive to be better right and it's your responsibility I believe to try and improve the areas you are weak at

J: right yeah eh huh

R: so I think it's it's an effort from both parties, I think the school is responsible and should try and give you the tools to try and improve umm but it's up to you to improve again I think all I remember when I was in Primary this was a much bigger thing I saw them you hang the attributes on the wall you talked about them, when we did good they asked they told which attribute you were showing I remember when we graduated preschool they said because he is inquiring and open minded right

J: sure

R: I don't see that as much in Bach maybe because they think we did it before so it's not necessary now

J: right yeah sure okay umm and we've sort of spoken about this already but maybe we can just confirm this, I mean how did you get to be the kind of person or the kind of student you are now, do you think this comes from the school, does it come from your own development, your own personality which you mentioned, does it come from your family, a mixture of these things

R: yeah I mean I think, I think family plays a big part umm both in how you develop yourself academically and how you develop yourself with these attributes

J: yeah

R: I think the way you grew up and the values you were taught when growing up plays a huge part, but again I think each student and each individual has its, their own way of doing things.

J: right yeah

R: umm my brother and I for example are very different and we grew up in the same environment so

J: sure

R: it really depends on many factors, I think teachers for example I think mold students very much at an early age, so for example I know that my teachers helped to me a lot with my development

J: right eh huh

R: so it depends on a lot of factors, it's not like the way you grew up defines who you are as a student and as a person, but I think it's a lot of factors that affect who you become

J: okay okay all right great umm and what about say IB students and non-IB students, would you say there's any kind of difference between them or would you say they're basically similar

R: well I have a lot of friends that are not from an IB school and I see many differences, umm the academic rigor of an IB program is much more than any other program and I think once you go to college and I've been told this by my cousins who are already in college you are much more prepared to face that kind of life once you graduate an IB school which I think it's very valuable, it's not to say that IB is better than other programs

J: of course

R: but it does prepare you for challenges in life, in a way that maybe other programs don't I think it takes into account not only your present learning but what you keep learning further on in your life, and it gives you the tools to try and get that learning, I think that's very valuable and that's what differentiates the IB students from non IB students

J: yeah-okay all right Ricardo thanks you very much indeed of sharing those opinions with me, really appreciate it

R: thank you sir

## Appendix 7i Semi-structured interview Phase 1: Valentina Bautista

J: I'm with Valentina Bautista 10<sup>th</sup> grade student in front of me. Good morning Valentina

V: Good morning Mr. Wells

J: ok good to see you So First of all thanks very much for agreeing to help me with my investigation I want to remind you of two things first before we start the interview whatever you say I will treat in absolute confidence this is only for my research and the second thin is if for some reason you want to talk in Spanish that's ok no problem

V: ok.

J: so first of all then as you probably know the attributes of the IB Learner Profile they form an important part of the IB programme ermm what do you know about them and what's say a general opinion of the attributes that you have?

V: ok I think the IB really focus on the attributes but they don't like really make us clear what they want from us so I think they should like improve the way they like showing us the attributes like teaching us how to do and how to act and that

J. Ok. Alright good

V: so they're not really clear in my opinion.

J: fair enough fair enough so you know there are 10 attributes I'm going to share these with you there's a presentation here can you just look at those attributes and can you let me know do you think you have the same ability in all of those or do you feel that you are stronger in some than in others?

V: I think we're like stronger being like open mind risk takers erm communicators and thinkers but maybe we should like improve on like being reflective and balanced

J.: why do you think you are stronger in some areas and not as strong in others

V: erm because the IB doesn't focus so much on some like caring

J. ok

V: and inquirers I don't think they really like teach us

J: ok and so for those erm how I mean first of all when you say they should do more is this something that you think the school or the teachers should do to help you to develop this

V: maybe activities or something

J: yeah uh huh ok ok ...so on a more general note a more general question um how do you think you came to be the kind of learner you are now or the kind of person

that you are now is this the result of your parents er what you've learnt in school experiences that you've had decisions that you've made reflections you've made as a person

V:ok I think first of all like my parents and all the things they have taught me and the school but because of the activities they have made not like the classes

J ok Can you explain that a little bit more you say the activities

V: like going outside doing activities outside the school like sports and that kind of things

J: ok

V: that involves really team work and not like class work

J: Alright Valentina ok erm and do you know students that are not IB students yup you got friends ok. And would you say there is a difference between you and them in the way that you are your style of learning or would you say that you're pretty much similar

V: no the style of learning is really different because I think that they see all subjects and sometimes I don't see the subjects they're seeing so that really worries me in the future for exams

J. ok. Right and that's it thanks very much for helping me with the interview I really appreciate it.

### Appendix 7k Semi-structured interview Phase 1: Felipe Triana

J: Here we go then I'm with Felipe Triana who is a 10<sup>th</sup> grade student. Good morning Felipe. How are you?

F: Good morning Mr. Wells

J: So Felipe a couple of things before we start the questions please remember that whatever you say will be treated in the strictest confidence this is only for me only for my research and secondly if for some reason you want to talk in Spanish that's no problem. So first of all then as you know the IB Learner Profile are an important part of the IB what do you know about the attributes and what's your opinion of them?

F: the attributes

J: yeah

F: Well I think that the main attributes that the IB tries to like teach the students are first of all honesty because they always want not only academic honesty but they also want like their students to be honest outside of school

J: right yeah

F: what else respect the IB always reinforces respect in the students when speaking to teachers or someone about them or even with their peers.

J: yep sure sure

F: what else like

J: it's alright it's not a kind of test don't worry about it

F: No and it's I don't know how to say this like the opposite of mediocrity like not being mediocre like trying to do your best

J: sure sure ok what I'm going to do is I'm going to actually share the attributes with you so you can look at these and what I'd like you to do is to tell me do you think you are stronger with some of them or do you think you've got the same ability with all of them

F: no yeah I think it's like really balanced between all of them

J: ok how do you think that you got to have these attributes do you think this is something that you got from the teachers something that you got from home something you developed inside yourself where do you think these attributes come from

F: well some of these like began at school like for example being knowledgeable or thinker or an inquirer

J: yup sure

F: but for example another the other ones like being open-minded and caring you learn mostly with your family and your friends

J: uh huh ok right good and sort of like linked to this this is a general comment about the sort of person the sort of learner you are who do you think has influenced you the most has it been the school has it been your family has it been you coming out or a mixture of all of these

F: well I'd have to say my parents because my parents like want me to be like a little bit of all of this

J: ok

F: er things that the IB tries to teach so they don't only want me to be like really academically I don't know sufficient but they also want me to be caring and respectful and open-minded

J: ok great fantastic erm just one last question here erm have you got friends outside the school friends that are not in IB schools

F: yes

J: ok do you think there is a difference between IB students and non IB students or do you think basically they are all the same

F: well maybe in the academic there is a difference but well I might say in the social aspect like I don't know how you behave with other people they're kind of the same as us

J: right uh huh listen Felipe thanks for sharing your opinions with me this is the end of the interview.



Appendix 71 Semi-structured interview Phase 1: Maria Luisa Mendez

J: I'm with Maria Luisa Mendez 6<sup>th</sup> grade student in front of me. Good morning Maria Luisa

ML: Good morning

J: how are you

ML: Fine thank you

J: great fantastic ok two things before we start the questions then first whatever you tell me is going to be treated confidentially it's just for me it's for my research ok and if for some reason you want to talk in Spanish no problem ok.

ML: ok

J: So first of all then you probably know that the attributes or the IB Learner Profile is very important what do you know about the IB Learner Profile and what is your opinion of it?

ML: er well I know about the PYP attributes and that in certain situations we need to show different attitudes and things

J: ok great so what we are going to do now we're going to remind ourselves what the attributes are I've got a little poster with the attributes can you look at these and tell me do you think that you have the same ability in all of them or do you think that you are stronger in some than in others

ML: yes I think I am stronger like in the part in communicating and knowledgeable and I am a little weak in maybe in being risk-taker

J: now the question is why why do you think you are stronger in something like communicator for example is it because of the teachers in the school that have helped you is it because your parents or you as a person

ML: it's like maybe many people have helped me grow like confidence and that also helps me be reflective

J: Right good now you what about you mentioned some thing that maybe you are not so good at like risk-taking

ML: yes

J: do you think you need to be better at risk taking or is that just something which say isn't part of your character

ML: er I think I should be better at that because I don't get out of like my comfort zone I just do things I know that I am secure and I don't take risks and I think I should change that.

J: ok right fair enough.but how do you think or who do you think can help you to do that is it something that teachers can help you with your family you yourself need to make a decision

ML: ermm well my teachers and myself could work so that it improves

J: right ok. Ermm fantastic now on a more general level who do you think has influenced you the most to be the kind of person or kind of the student you are

ML: ermm I think my family mostly and my teachers and friends like the people I spend more time with

J: ok fine great fantastic now do you have friends that are not IB students

ML: Like out of the school

J: exactly yes

ML: er yes

J: ok great now the question is do you think there ermm how can I put this that IB students and non-IB students do you think they're the same kind of people the same kind of students or do you think there's a difference between IB and non IB students

ML: Maybe there is a difference er because I think in my perspective IB students err like know and aim for like a future

J: ok

ML: and have set goals more clear and maybe IB students don't see the Learner Profile so they are not so sure about what they want to do in their future

J: ok right thank you very much Maria Luisa I appreciate you sharing your opinions with me that's the end of the interview.

### Appendix 7m Semi-structured interview Phase 1: Gabriela Osorio

J: I'm with Gabriela Osorio 10<sup>th</sup> grade student in front of me. Good morning Gabriela

G: Hi, Sir

J: So Gabriela as you know the IB Learner Profile is an important part of the IB what do you know about the profile and what is your opinion of it?

G: erm well I know that the IB is the International Baccalaureate and it is like an organization that works with schools worldwide and that it expects like things from students specific like values and principles which well at the end like and that they all like embrace like the perfect er like the ermm expected student

J: uh huh right sure Gabriela I've got the IB Learner Profile here with the different attributes can you look at these and can you tell me do you think that you have the same ability in all of these or do you think that you are a bit stronger in some than in others

G: well I definitely think that I am better in some than in others

J: ok

G: and do you want me to tell

J: no well you can say specifically but what I am interested in is why do you think you are better is it because of errr

G: maybe because of my interests my personal interests like let's say if I thought of like and that includes like in the subjects like in the matter we're talking about because maybe I can be open-minded for example for design and technology which I have a big interest in the subject but maybe I'm not very open-minded in Math and I'm like a little bit like I'm not very like challenging myself maybe that would be like it is not like the specific like principle but it is like in the subject challenging like

J: ok now linked to that erm whether it's an attribute that you're not so strong at in some areas or say attributes in general areas do you think that you should try to become stronger in them or do you think that you know that is something that is not of your interest and you've got the strong ones and that is just the way you are

G: No in my opinion we must be balanced in like like if I have if they are giving me the opportunity to be good in something why shouldn't I take it

J: sure and now who do you think should be responsible for developing these attributes in you is it yourself is it the teachers should your parents be helping to develop the attributes

G: no I guess that my parents have nothing to do with it like I can do very good at school and my parents have nothing to do about it but I believe that many like in my case I feel that some of the teachers like motivate you and like they help you

and they if they see that you're not doing well they like let me help you and there are others just like it's your problem I just explained it if you're not understanding it is your problem and that obviously like makes you not want to do that

J: of course of course yes definitely

G: so I believe that has a lot to do with the teachers

J: and on a more general note who do you think has influenced you the most to be the way you are the kind of person you are the kind of student you are do you think it's been the school has it been your parents is it you your friends the experiences

G: Like the people who mold me into be me erm I believe well it is very specific to just say like a group of people but I would say that maybe my friends and the people that surround me in school because we tend to be like loads of hours in school

J: alright ok

G:and I would say maybe not my parents but like some of the teachers have made me like very good at things and like for example Manuela Mesa (pseudonym) I had her last year and in the anticipated IB and like I know how she teaches but she taught me to be like very like into the subject

J: ok that's great Gabriela ok one final question have you got friends or do you know people who are outside the school that are not IB students

G: yeah

J: ok. Do think that there's a difference between IB students and non IB students

G: totally

J: ok in what way or and why how do you think there are differences

G: well I believe that the load of work that influences all of our life like the time we have to do other things in life like sports or I don't know like I've done very good in the last trimesters like I had an average of 6 and I'm in 10th

J: Fantastic

G:that's good and now that I was in soccer for UNCOLI we didn't have time for like in the afternoons and if I talked with other girls who are not doing the IB they were like well we can find a balance in our lives and we can study and the workload is not that high so maybe that influences a lot in our lives like the workload

J: ok Gabriela thanks for sharing your opinions with me

## Appendix 7n Semi-structured interview Phase 1: Daniel Rueda

J: I'm with Daniel Rueda, a 6<sup>th</sup> grade student. Good morning Daniel How are you

D: Fine thank you and you

J: yeah very well Daniel two things first before we start the interview. First, Whatever you say will be treated in confidence this will be just for me and my research I won't be sharing this around the school and if for some reason you want to say something in Spanish no problem great ok so problem ok so the first thing is we'll be talking about the attributes of the IB Learner Profile can you tell me what you know about the attributes of the IB Learner Profile and what you think about them what your opinion is

D: I think they're very important to create a good character

J: Great so what we'll do is we'll look at a poster with the IB Learner Profile with the different attributes can you have a look at that there's no rush and can you tell me do you think that you have the same ability in all these attributes or do you think you are a bit stronger in some than in others

D: Yes I'm a bit stronger in caring and I need to improve my erm knowledge

J: ok. So if we talk about caring first why do you think you are stronger with caring

D: because I treat people good and I think everybody is equal

J: Fantastic why do you think you have this opinion is it something that you've learnt from school is it something you've learnt from your parents is it something that you've decided by yourself is it a mixture of different things

D: no I learnt it by my parents

J: right ok and you mentioned that maybe you need to work on being knowledgeable

D : yes

J: ok Why do you think you need to work on that

D: I don't know like I'm not so good

J: ok right now who is going to help you to be more knowledgeable again is it going to be the school, the teachers, is it going to be you, your parents

D: I think all because I also need to put my effort my parents are going to help me which is good

J: ok right good now on a more general note who do you think has influenced you the most to be the kind of person or the kind of student you are

D: my parents

J: Can you explain why

D: because they've always taught me to be caring with all the people

J: right ok great now just one more question then Have you got friends outside the school that are not IB students

D: no

J: on a general idea do think IB students are the same as non IB students or do you think there is some kind of difference

D: there is some kind of difference

J: ok what difference do you think there is and why do you think there is a difference

D: because they're not so fortunate people

J: ok right thank you for those comments Daniel and I appreciate your opinions

## Appendix 7o Semi-structured interview Phase 1: Juan Pablo Mejia

J:I'm with Juan Pablo Mejia, a 6<sup>th</sup> grade student. Good morning Juan Pablo. How are you?

JP:Fine thank you.

J: ok good Juan Pablo two things first before we start the interview. First, What you say will be treated in confidence this will be just for me and my research I won't be sharing this around the school and if for some reason you want to say something in Spanish no problem.ok so the first thing is we are talking about the IB Learner Profile I want to know can you tell me what do you know about the profile and what do you think about it what's your opinion.

JP: Really I don't know like nothing

J.Right ok How long have you been in the school for

JP. all the

J: ok. So just to help you then I've got the attributes on a poster can you look at these and can you tell me do you think that you have the same ability in all of these attributes or do you think that maybe some are stronger than others you're a bit stronger in some

JP: errr maybe there are some that are stronger

J: ok. Alright then why do you think you are stronger in some of them

JP: because there are some that you use more

J: ok erm and do you think who helps you to be stronger is it the teachers that help you to be stronger does your family help you to be stronger in some do you as a person as Juan Pablo help yourself to be stronger

JP:Well teachers can help me very much and I also by myself can help

J: Great and what about the ones you are not so strong in do you think you should be stronger in them or do you think it's that they don't go with your personality and you don't need to be stronger in them

JP: er like they're it's not I need to be stronger but if I can make them stronger I will

J: ok alright then And who do you think can help you to make them stronger again is it the teachers your parents is it you as a person

JP: er me and many people that are near me can help very much

J: Great. On a more general note how do you think you came to be the kind of person or the kind of student you that are who do you think has influenced you or do you think that different people have influenced you

JP: maybe different people

J: Can you explain who do you think has influenced you and how

JP: people that are surrounding me like teachers family friends

J: ok alright then and just one more question erm I'm interested in knowing if you think there is a difference between IB students and non IB students or do you think that they're the same

JP: err well maybe there's a difference in some er because like in some environments people don't help very much to have the all the attributes and in the IB environment it's very helpful to get those attributes.

J. Ok Juan Pablo thanks for sharing your opinions with me.



## Appendix 7p Semi-structured interview Phase 1: Manuela Sierra

J: I'm with Manuela Sierra, a 9<sup>th</sup> grade student. Good morning Manuela

M: Good morning, Sir

J: How are you?

M: Good thank you

J: ok good Manuela two things first before we start the interview. First, Whatever you say will be treated in confidence this will be just for me and my research I won't be sharing this around the school and if for some reason you want to say something in Spanish no problem

M: perfect

J: great ok no problem ok so what I'm looking at is students' opinions and awareness of the attributes of the IB Learner Profile

M: Ok

J: So first a general question what do you know about the attributes and the IB Learner Profile and what is your opinion of it?

M: Well I know that the attributes and the attitudes we were taught like in Primary and at the beginning of Bach

J. uh hu

M: erm like they taught us to be respected like respectful reflective tolerant and those elements and then the IB Learner Profile well we have been taught like to be researchers to be open minded to use like TOK knowledge

J: yup sure sure sure

M: in our learning abilities and in our classes and our every day bases in school

J: yup so Manuela to go to the next stage now what I'll do is I will share a poster with you from the IB what I would like you to do is have a look at this have it's got the attributes in blue can you tell me do you think that you have the same ability in these attributes or do you think you are better or stronger in some than in others ..

M: Well from reading this like from not a really specific manner I think I have more like deep attitudes like in some like in open-minded or communicator reflective I have like those profiles more like more recognized than others , yeah

J: Why do you think that is do you think it comes from teachers that have helped you something that comes from with you something that comes from your family

M: I think like all of them are developed at school or at home I think that school teaches you to be like balanced communicative thinker and knowledgeable and at home they teach us to be open-minded caring erm principled reflective

J: ermm ok yeah the ones where you say maybe where you're not quite as strong as the other ones do you think you should be stronger with those or do you think this is something think perhaps because of your character perhaps maybe it is ok to be

M: I think it is ok to be stronger in some than in others but it should be like expected to work on the ones you are a little bit weaker in

J: yup ok fine And what about helping you to work or working on these other areas again is this something that is your responsibility the teachers your parents or again could this be balanced between different people

M: I think it's yeah a balance between everyone it's up to you to learn and to like put them to practice and to learn other attributes. Ermm it's your like it's your they teach you that but it's your choice to apply them and to learn them on a daily basis.

J: right at a more at a more at a more general level if I were to ask you how did Manuela Sierra get to be the kind of person or learner that Manuela Sierra is who would you say has influenced you the most to be the kind of person you are or is it a mixture of different things partly you as a person your family the school or where would you say the main influence comes from

M: I think the main influence of my like attitude my personality comes from my parents I spend like a lot of time with them and they put like a lot of effort like to teaching us to educating us so it's like a big credit to my parents but also to school to things we've learnt at school respect and everything we learn on a daily basis in our school life but also at home like I mentioned you develop your personality traits you know like who you are you know who you are most like to your father your mother to your behaviour

J: yeah sure and one final question would you say that there is there are any differences between IB and non-IB students or would you say that they're basically the same because they're basically adolescents or teenagers and there isn't much to tell between them.

M: Well I think that there is a big difference due to the like education given the IB are giving the chance to study what you want to study and to have a like previous prep for college and for your career and the thing you want to do for a living erm but like we're all teenagers yes we all like want to be successful we want to study we want to have a career but the IB gives us like a little bigger push to say that way to study more to have a lot of extracurricular activities that are good for our like our record at school or something like that and it gives us like support I feel like support I don't know it teaches you stuff like another school it would teach you like the IB Learner Profile TOK part of that CAS

J: ok Manuela. Thank you for sharing your opinions with me I really appreciate it

### Appendix 7q Semi-structured interview Phase 1: Melisa Velez

J: So this is the 29<sup>th</sup> May I'm speaking to Melisa Velez a 6<sup>th</sup> grade student. Good morning Melisa

M: Good morning

J: so how are you

M: fine thank you

J: ok. So thanks very much for agreeing to help me with my research I want to mention two things first. Whatever you say here this is confidential it is just for me and my research I'm not going to be sharing this with anybody and secondly if for some reason you want to speak in Spanish that's no problem

M: ok

J: Ok right so as you know the attributes of the IB Learner Profile are an important part of the IB Just as a general comment what do you know about the IB Learner Profile and what's your opinion of the IB Learner Profile

M. For example I know that from when we are really small when we start our school they teach us about attributes and attitudes that we have to take into account during our school life and for me it is really important when we grow up we will take these in account to be a better person and in our studies and our way of life

J. Fantastic ok so what we're gonna do now I've got a little poster just to remind you of what the attributes are so I'll show you this and I'd like you to tell me do you think that you have the same ability in all of these attributes or do you think that you are stronger in some than in others

M: ermm well I have learnt to errr balance them all but anyways I have to I have more ability for example in being open minded and in being knowledgeable than I am in being like good communicator so

J: Can you explain why that is why you think you are stronger in being knowledgeable for example is that a result of what you've experienced in school is it because of your parents and their influence you as a person

M: erm well I think it's me as a person and also the experiences I've had in school because in school they have taught us errm all of them and they have taught us errmm to errmm like to balance all of them in the same but err as a person err well from the inside I have more attributes developed in a better

J: ok

M: in a better way.

J: right ok fine ermm what about the ones you are not quite as strong at I mean you mentioned communicator

M: yes

J: do you want to try and improve that or do you think that this is something which because of your character, your personality your way of being er it's not you

M: er well ermm I am willing to improve this ermm and I think it is because I am a little bit shy that I have to express my ideas better and I really want for the school to help me improve my communication

J: right ok great thanks very much for those comments ermm on a more general note and I think that we are getting some sort of an idea err why do you think you are the kind of person you are who do you think has influenced you to be Melisa or the kind of learner you are. Do you think it's the school, is it your parents or is it something within you your experiences your friends how do you think you got to be the person you are

M: well First of all my parents have always motivated me to be ermm the person I am and secondly in the school er well I have learnt a lot of things like that help me to be an independent learner and that help me to have my own perspective of things and my own ideas

J: right ok ermm and one final question do you have any friends that are not IB students

M: ermm yes I do for example I have friends in other schools

J: ok right and do you see any difference between them as students or learners or as a general comment would you say IB students are the same as non IB students or do you think that in some way IB students are a little bit different to non IB students?

M: yes, I do think that they are a little bit different because we learn a different we learn differently we learn having in account different values err different attributes and that helps us like in our learning

J: uh huh

M: but for example other schools have like AP programmes instead of IB and that is different because they have a different kind of learning they don't have in account as much attributes as we do

J.: ok right Melisa thank you very much for your comments and your observations there I'm sure it's going to help me a lot. Thank you.

M: ok

### Appendix 7r Semi-structured interview Phase 1: Camila Rueda

J: I have in front of me Camila Rueda an 8th grade student. Good morning Camila

C: Good morning

J: ok. So Camila, two things first before we start the interview. Whatever you say it will be treated in confidence

C: ok

J: it's only for my research

C: ok

J: The other thing is that if for some reason you want to speak in Spanish that's no problem

C: ok

J: Ok right so first of all erm Can you tell me what you know about the attributes of the IB Learner Profile err and what's your opinion of it

C: Well I know that people are expected to have those attributes and that they work all their lives to reach them and so they can .... The attributes and can be like the way they're expected to

J: ah ha ok right good so let's now have a look at the attributes and what I'd like you to do is can you tell me do you think that you have the same ability In all the attributes or do you think that you are stronger in some than in others.

C: erm well I don't think that I have all of them because I'm working I I think that throughout the years I have gained most of these like for example being caring risk-taker reflective communicators thinker knowledgeable inquirers

J: ah ha

C err open minded but for example I'm stronger in others for example in reflective than in risk-taking so.

J: right Can you explain why you're stronger in that one. Is that something that because the teachers have helped you or you as a person or your parents

C: yes I think that throughout the years in the school they have taught us like very well to reflect on our behaviours and our works and everything that we have to do but they don't I think that they don't encourage so much risk-taking so I didn't develop so I don't think that I have that profile that attribute

J: ok so are you telling me that you think it is more of the school's responsibility to make you more of a risk taker or do you think that you should have some errr

C: I think I should have some like apart from the school

J: ok erm and what about a more general appreciation of who you are who the way you are as a person where do you think you've got the biggest influence to be the kind of person you are do you think it comes from the school, from your parents, or from your own development

C:Ehh I think that parts from each like all of them together

J: uh huh

C: like they all encourage me but they all do their small parts and that makes ...

J: ok then good and one last question Have you got friends that are not IB students?

C:erwell from other schools

J: exactly

C: and from other countries in for example like when I went on the exchange in 6<sup>th</sup> grade there are a lot of people that didn't take them because it was very like

J: uh huh

C:exigente I don't know how to say it

J: yes, demanding

C: demanding so they just quit and they didn't want to do it.

J: ok. Right so do you think is there a difference between IB and non-IB students or would you say that they are more or less the same

C: I think that the personality is more or less the same because when I stayed at her house she was like the same as me and everything was perfect but in academics I think that there is a difference because of the demanding work that the IB encourages you to do so I think that is the biggest difference

J: ok. Camila thank you very much for sharing those opinions with me I'm sure they'll help me a lot.

C: Thank you.

Appendix 8a Semi-structured interview Phase 2: Lina Atuesta and Ricardo Ortega

J: So today is the 1<sup>st</sup> September I'm with Lina Atuesta of 8<sup>th</sup> grade and Ricardo Ortega of 10<sup>th</sup> grade good morning or good afternoon now. Thanks very much for agreeing to help me I really appreciate this so as I was just mentioning to you I'm interested in knowing what you understand by the phrase being internationally minded what do you think that means and could you possibly put it into practice. Lina I don't know if you want to begin

L: yes umm I'm not sure but I guess it's like being able to work with other people from around the world and learn other cultures instead of just sticking to yours like and to your country

J: ah ha yeah right ok

R: I think an internationally minded person is a person who is aware that there are problems there are situations around the world a person that understands that things that happen elsewhere are connected (unclear) you are affected a person that understands we live as a global community and we have this sense of responsibility as a whole to take care of our planet as a whole instead of just our country or a city a person who understands that everyone in the world kind of links together in the sense that we are all the same and we are affected by each others actions

J: ok fine fine and now going back to what I spoke to you before about the IB Learner Profile how do you think the IB Learner Profile and we have got the examples here how do you think this can help you to develop this way of being internationally minded

L: Well I think we become better communicators and we are open-minded by like talking to other people that are different from you and maybe they don't have like the same the same ermm I don't know how to say it like capacities and like we are really lucky to be in the school and then maybe you communicate with others that don't have like the resources to be here and like you don't think only on the people from like your same level but also from others and from other cultures

J: ok that is great Lina yeah sure

R: I think that the IB Learner Profile can give you this basis for you to become an international citizen and be internationally minded all of the let's say little they all of them play a part in you becoming an internationally minded person I think that they how you interact with others how you conduct yourself how you see the world all of those are things we learnt from the IB Learner Profile and those are the things we apply to be an internationally minded person so I think that that link between the teach us in the IB Learner Profile those are the things we apply in real life to be an internationally minded person

J: and the question now is and I think maybe we spoke about this before but let's just remind ourselves how do you get to have this kind of way of looking out at

the world is it because of the impact of the teachers is it your parents is it your friends is it yourself as you grow up and you have new experiences a mixture of all of these how do you get to be internationally minded who do you think helps you

L: I think it depends a lot on the people you hang out with like it's from everyone around you not only just one person for example the school is international or I don't know like British so many teachers come and they have like different languages so you try to speak with them also with your parents they teach you since little that there's not like only Colombia there are many places that like exist and also your friends come from different countries depending where you're from

J. Uh ha

R: I think it's a mixture between practice and theory like you are at least we are exposed constantly to international people it's a British school and all around there are international influences but also I say theory because you need the values they teach you at home and in school those are the things that allow you to be open to that right so I think it is a mixture of you were raised and how you were taught to be accepting of others and how you were taught to try and look more or bigger than just Colombia or just South America or just this school and also how you day in and day out see yourself interacting with people from different cultures and people who maybe don't think the same way as you do those both factors together the practice and theory of actually being an internationally minded person combine and you actually become an internationally minded person.

J: ok I think that was an interesting thing that you were saying there where before that and when you were talking earlier you were talking about understanding different people and here you were using the word accepting other people and there is a slight difference because you can say when you accept them you appreciate and you value the differences and one thing is to understand and have contact and another thing is to appreciate them. What do you think or why do you think some people have this little change this little chip that helps them to appreciate other cultures and other people they don't have the chip you know they can have lots of contact but whatever they do they are not going to appreciate other cultures where do you think this thing comes from?

L: I think it comes from the way they raise you and like your personality also if your parents like the things that your parents think you usually adapt them so if your parents didn't like other people then you might not like them also because you were taught since little that they were different and kind of like a different race but it's the truth is that were all equal and some people were raised by that saying that we're all equal and no matter what they're still people too

J: ok. Right thanks Lina

R: I think that that comes from the basic understanding that you can learn from other people if you have that understanding that you can enrich yourself and your knowledge by learning about other people that allows you to appreciate what other people think or to accept what other people think maybe even it's not the same of



what you think if you have the understanding that what they are saying even if you disagree it enriches you and that it gives you another point of view and that it shows you another aspect of the same idea if you have that understanding I think that's how you become a person who accepts other ideas and other cultures

J: and again sorry to go back to this but where does this come from? You know is it the way that people are born or is it because of the education that they have at school or is it their parents as you said or

R: I think it's definitely a mixture I mean like just thinking about my case and how I definitely my parents played a huge role in me accepting others as who they are and understand just because they are different it doesn't make them necessarily bad but also the school I think teaches you in all different subjects that there are different ways to approach things there are different ways to do things different ways to look at the same issue and that they are all valid

J: ok.

R: So I think that it's a mixture between how you were raised how like your principles your values and what you learned in school that shows you that there's actually value in (unclear.....) to be gained

J: ok. Good now as you've been talking you've been talking about er a number of things that are related to being internationally minded and there are some writers that say being internationally minded there are three parts to this one of them is the ability to speak more than one language speaking two or more languages why do you think that that helps you to be internationally minded or do you agree with that Lina do you think....

L: I do agree with it because like to communicate with others you need or you can all agree on one language but like if you just speak Spanish and they just speak English you are not going to be able to communicate and I think it's like to be internationally minded you need to be open and think that not everyone speaks Spanish not everyone speaks the same language as you

J: ok sure good good yeah

R: I don't agree I um I think it definitely makes it more easy simpler but I think the basis for an internationally minded is in the person who understand that there is more to it than just you or your country that there is more and I think anyone with the right type of knowledge and education can understand that. Whether or not they are able to communicate with those other people that is another factor but I think it's definitely easier and it should be that people speak two or more languages to communicate with but I don't think the idea or the basic idea of that there are other people out there just the same as you is definitely something that is linked with you speaking two or more languages

J: right ok yeah that is interesting that's the point about this you don't have to agree with everything I think it is great that you've got this other opinion erm we've already spoken about ermm different cultures and having more cultural

understanding one of the things that I think is that with the more globalized economy to what extent are cultures actually different nowadays if you compare cultures around the world are they really different I don't know what do you think?

L: I do think that they are really different but it also depends on the like you may see you may go to Thailand and you see some culture which is like the main one but then in the different parts of Thailand they have different things that they are used to do but you don't know about

J: ok have you been to Thailand?

L: No (laughing)

J: (laughing) it's just an example ok right but I think it is a good example ok.

R: I think I think all cultures are born in the same place I think the fact of keeping tradition and doing things a certain way that's how cultures are born I think they all come from the same root I think they are born the same way with the same purpose obviously there are cultures that do things but I think all cultures start from the same place and I think now with the international community that we have I think many cultures are starting to look alike in the sense that for example just economically speaking many cultures are geared towards economic (unclear) and that makes them similar in many senses so because they want to get money so they do certain things to get that money and that happens around the world so I think that has helped I don't know if it's good or bad but it does help unify cultures in the sense that they are all doing things for a purpose which maybe before it wasn't the case maybe people did them just because that's how it was now it's more we do this and we think this way for this purpose

J: Ok sure right right right so one more question about this again this is the theory that to show that you're internationally minded and you've spoken about this that you need to respect other people and there should be a sense of wanting to work with other communities to learn from other communities to go out into the community to do community work again to what extent to you agree with that to what extent do you think that by doing community work you're showing that you are internationally minded or do you think that it doesn't necessarily link

L: I don't think that it can link in certain way but it's not all about that some people just do it because they have to and they're still going to act different with them but they're still going to be in their mind like I don't want to be here but

J: so sorry what you're trying to say here it comes from within you that you want to help that may be it could just by doing it doing community work it doesn't necessarily mean that you're internationally minded it depends on the way that you approach it

L: yes

R: I think that when you go out and do community to work and get to know other people other communities other cultures maybe less fortunate than you what it does is that it gives you this idea of accepting others and that's the same idea as

accepting other nationals from the international communities so what I mean is that when you go out and do community work you get to know and understand other people in your same country the same city but people that are less fortunate people that have different situations and that exercise of understanding those people is directly linked to you understanding people from China it's the same idea it's the idea of you understanding people who might be different from you but they are still people so if you go out there and you say work with them or you try and help them it gives you this idea that these people are just as valuable as you are and that applies directly to how you relate to people abroad or people on the other side of the world

J: ok sure but again it comes back to what you were saying Linait depends from the perspective with which you approach this.

R: obviously like if you approach to community work or you're not open to the idea of trying and understanding or accepting others it's no use but if you got out there and try and see maybe these people are less fortunate than me they have these difficulties let's try and understand what they're going through and try and help them if you go out with that mindset that is definitely going to help you understand people anywhere in the world

J: ok great those are the questions I wanted to ask you it was really really interesting listening to you. Is there anything else that has occurred to you that you would like to say about being internationally minded before we finish

R: I think that's it

L: yes. Thank you.

### Appendix 8b Semi-structured interview Phase 2: Manuel Noriega

J: so today is the 1st September I'm in the Anglo Colombiano with Manuel Noriega and ermm we're going to be talking about being internationally minded . Good morning Manuel

M: Good morning

J: thank you very much for agreeing to er help me with my research ok. So as I was just saying to you I'm just interested in knowing what you think about what it means to be internationally minded

M: I believe being internationally minded is to both be sensitive about people from other cultures and countries and to also try to understand and learn about their cultures languages and customs

J: ok and how to you go about promoting this or developing this sense of internationally minded is this something which the school has helped you to do or is it something that comes from your family comes from you

M: it comes from everything the the best way to make people more internationally minded is to educate them about other countries erm and also to sorry I got stuck

J: that's ok that's ok Well let's move on and if you think what you want to say we can come back to this. You remember that we spoke before about the IB Learner Profile erm do you think the attributes of the IB Learner Profile help you to be internationally minded

M: erm yeah it depends greatly on what you choose for your IB but I think on the most part it does help help people to be more internationally minded

J: yeah ok. Now we started to talk about where you get this from you said it's from teachers only from teachers or do you think there are other sources that can help you to be internationally minded

M: Well teachers are a great source however the parents can also teach their kids a lot especially if they have family from other places and also for example the internet can help people learn a lot about other cultures in a non-standard way or like watching people that come from other places

J: ok yeah no I mean that there are some people who say that being internationally minded there are say three components one of them is being able to speak more languages I mean do you agree with that and if you do how do you think speaking more languages can help you to be more internationally minded.

M: I do think that speaking more languages makes you more internationally minded . What was the other question?

J: why why how can it help you.

M: it helps you understand people from other cultures it helps you communicate with them in a better way and it gives insight on their cultures and where their roots come from for example you can see lot of languages like English and Spanish have the same roots Latin

J: ok right sure that is very good right yeah and we were talking before about intercultural understanding and understanding other people what what I find interesting with a more globalized world ermm really the differences that maybe used to exist between different cultures exist so much now because everybody is eating MacDonalds they go to Pizza Hut they do skateboarding at the weekend and you know the idea of this big difference between different cultures I don't know if it still exists so I mean what do you think is there still a difference between cultures?

M: The difference is certainly becoming smaller and smaller as the world goes on ermm mostly because of how easy it is to communicate with other people no longer is it only by mail or by sending physical stuff you watch videos done by other people you speak to them in real time even face to face and you can learn a lot about other people's cultures from the internet and well also corporations as they become bigger they expand to other markets and other countries and they take part of their culture with them.

J yeah right definitely. Now there's a difference between knowing about these different cultures and appreciating these different cultures because you can know about things but it doesn't mean that you agree with them or appreciate them for what they are. How do you make this difference or why do you think some people can make this difference between seeing a culture to knowing it and appreciating it?

M: it depends on your own culture for example people people here might not agree with things from the cultures of Europe or Africa and vice versa for example some people say that Colombians are not so politically correct in their way to direct and Colombians think that other people don't express themselves right.

J: and then the last bit and again some people say this is being linked to being internationally minded is this idea of wanting to do things with other people for other people the idea of commitment to the community to what extent do you think your education has helped you or other people to have this kind of approach to other people.

M: well first of learning English is very important because it is unofficially seen as being a more standardized way of communicating with people from other countries for example I might not know French and people from France might not know Spanish but er a large amount of people here and there know English also here we learn about British culture a bit and also from other places for example in Colombian studies or Humanities

J: ok Manuel Thank you very much I really appreciate your finding the time to talk with me.

### Appendix 8c Semi-structured interview Phase 2: Sara Noriega

J: ok so today is the 1st September and I am with Sara Noriega who is in 10th grade so good morning Sara how are you?

S: Fine thank you Mr. Wells

J: Well it's good to see you here and thank you for agreeing to help me with my studies so as we were just talking about I'm just interested in knowing what you understand by the term being internationally minded what does that mean for you?

S: erm taking into account different cultures erm different kinds of people also being more open-minded for example like acknowledging different races and respecting them also well I mean language could be but it's not very I don't know some people could be internationally minded but they don't have the resources to learn another language or something erm but it could be an example

J: ok one of the things I'm interested in is and you mentioned one of the things here of the IB Learner Profile and you mentioned open-minded in what ways do you think these attributes of the IB Learner Profile can help you to be internationally minded?

S:erm (laugh)

J: is that a tricky question? (laugh)

S: yeah

J:do you remember the attributes? Shall I get them for you?

S: yeah

J: ok. Hang on a second let me just get the attributes to remind you what they are. Now those are the attributes of the IB Learner Profile now you mentioned one of them being open-minded how do you think the other ones can help you?

S: well when you take into account that there are more than 7 billion people in the world erm well all around the world not just where you live that already makes you international also culture I mean respecting culture finding out more about them to to pay tribute I don't know and (pause)

J: yeah ok right and where do you think you get this approach to different cultures from? And this approach to look outward. Is this something that comes from the school, is it something that comes from your family, from your mum or your dad from yourself, from your friends, from your experiences from television a mixture of these?

S: yeah a mixture for example social media is a very good example There are many sites that are globally available and people can talk through them mainly in English because it is almost considered a universal language ermm also family or

just travelling but travelling is not very well travelling by yourself could be very helpful but travelling with your family could be a little closed term or just exposing yourself to different people.

J: ok yeah now one of the things I'm interested in is that you can have this contact and you can learn about different things, but there is a difference between learning about other cultures and being able to let's say appreciate not just understand but to appreciate the value that they have what is it that makes that little bit different for you to appreciate other cultures how do you think that you or other people to get to be like that?

S: I'm sorry I didn't understand the question

J: that's ok. So take for example if you go on holiday to the USA you can learn about the culture in the USA you can maybe understand it but it doesn't necessarily mean that you appreciate it that you value it, that you can see with its similarities with its differences that you can value and think that it's something which is positive to help you develop as a person seeing things which are maybe a little bit different.

S: I don't know I just maybe if you put yourself in their position or try to live like them or something you may find something that you like or that you like better that they do or else something that you don't like but you respect and you understand it and why people do it

J: Can you think of an example that you've had that you've lived where maybe you've had contact where you have learnt about something different from another culture that you have appreciated and said right that is different to what I've got but that's nice

S: yes I was , this summer I went to a workshop in the US and I stayed there for 4<sup>th</sup> July in Maine so I saw parades and the fireworks and how people were happy about it and were actually very interested about it and knew the history of it because mostly what you see in movies are the fireworks and the flags and everything but when you talk to people why they like to do it they start telling you about it and the history and why and it's a big part of them it makes them them and they all appreciate their country

J: ok. So you've explained how you reacted to to that. Do you think that everybody would react to that experience in the same way?

S: no, for example there may be people that don't understand it anyway or they just think it's I don't know useless

J: And what do you think it is that makes this little bit of difference this little chip or whatever you want to call it between your approach to going out there and appreciating this experience and other people who maybe wouldn't appreciate it?

S: Depends on what your culture is I mean where you start off cos if your culture has something like it or is similar in a way you could maybe say I feel this way

about this so this like me but if you don't then you may just not understand those kinds of traditions

J.: ok thanks very much that's very interesting and what about the importance of being able to speak another language I think we've already mentioned English a bit let's say in gener but how important is speaking another language to being internationally minded

S: Er well I think it shows effort to.. it shows that you care about being there that you care enough to communicate with them ermm for example err if whenever I see somebody that makes fun of somebody's accent I don't understand it because cos they are trying you know there are people that don't even try well I mean it's their problem they're the ones that are in trouble kind of

J: yeah yeah yeah .

S: yeah but ermm but yeah I see it as a form of respect

J: ok let's move on. One other thing that people say is linked to being internationally minded is this like you're saying this willingness to understand other people to do things with other people to show concern for other people and maybe doing community work. Why do you think that is? Or how do you see this link between being internationally minded and doing things for other people?

S: I didn't understand the question.

J.: ok I'll say it again. No problem. Ermm there are three things that people have said are a way of showing that you're internationally minded. One is that you can speak another language or other languages, one is that you try to understand other cultures and another one is that you try to do things for or with people that you try to do work in the community and I'm just wondering what you think about that. Why you think that would be important, if you agree with it. Do you think doing community work is a way of showing that you're internationally minded.

S: Well it depends on the type of community work because most people I don't know say I don't want to do er summer community work and they go to Africa and I mean that's I don't know I don't really understand that because why would you do that somewhere else and not in your own country but if you do it out of actually wanting to help the community and not just because of yourself well I mean that's that's showing respect it's all about respect to other people cos I I don't think you can be internationally minded without being respectful because people are usually different than you physically and culturally and well emotionally

J: sure sure .I think that is a great comment to wrap this up Thank you very much for sharing your opinions with me.



#### Appendix 8d Semi-structured interview Phase 2: Melisa Velez

J: so today is the 1st September I am with Melisa Velez of 7th grade. Thanks you very much for agreeing to help me with my research Melisa and good afternoon how are you?

M: very good fine thank you

J: Great Melisa ok so as I was mentioning to you erm I'm interested in knowing what you think about what it means to be internationally minded so that's the first question. What do you think it means to be internationally minded?

M: for me being internationally minded means to have an open mind to different countries and places around the world not only within your community and your society but that exist in a different community to yours so you are open to different ways of thinking and to different cultures to different erm interests and you don't only think about your culture and like your closed space within you're living but eh that you think of others and you think of other people and other things and other types of education that don't correspond to your country

J: fantastic fantastic now you mention somethings there that come out from the IB Learner Profile I mean to what extent do you think the profile helps you to be internationally minded? Do all of these help you to be internationally minded or some of them more than others ?

M. ermm well I think all of these IB learning attitudes help you to be internationally minded well some more than other such as for example being open-minded being a thinker being like knowledgeable and also maybe being reflective these are the most important ones of all because having an open mind helps you to think and respect other societies others in yours being a thinker helps you to apply your knowledge and to apply your critical skills to the erm to the culture and the situation in which you are facing and being reflective helps you to think about think about like eh other nationalities and having a mind that is flexible to those

J: great no. fantastic now the question is you've said how or what it is that helps you to be internationally minded maybe we spoke about this when we spoke about the IB Learner Profile where where do you think you get these qualities from? Is it from the school is it from the teachers is it from your parents your own experiences your friends is it a mixture of them how do you think that you have got to be say internationally minded

M: ermm well I believe it is kind of a mixture of different factors which affect the way in which I learn these different erm abilities and for example my family has influenced me a lot because it's my family is a big thing that has shaped my identity and with my identity I mean like the things I think the way I react my culture and everything and that's why I have learnt all of these attitudes and attributes from my family and er well I get a clear idea because my family my family wants me to learn this so that's why they sent me to this school in particular so in school the school has a very structured system in which they want us to learn not only

learn in the academic environment but also focus yourselves in all of these attributes and I guess that school is most where I learn these attitudes.

J: ok sure you're also mentioning family when you talk about family do you mean is it just your mum and your dad or is it your aunts your uncles your grandmother your brothers sisters just so that I can understand you a bit better.

M: erm well it's specifically it's my mum and my dad but well all my family including my aunts and my uncles and er my grandma and my grandpa they are also in favour of this type of education and they all want me to learn in this type of way

J: ok that is great Melisa now there are different theories about what it means to be internationally minded I've done some reading and one of the theories says there are three components to being internationally minded one of them is the ability to speak two or more languages not just one. What do you think about that do you agree that it's important and if it is important why is it important to speak two or more languages to help you to be internationally minded?

M: ermm well I think that being speaking more than one language two or more is really important because that way you can be a good communicator and that is a really important thing for you to be internationally minded because when you are internationally minded you get to know different people that er that speak different languages to yours and that way you can learn from them and one of the ways to learn from them is learning to communicate with them and a really important way to communicate is well by speaking their language

J: sure sure sure exactly but there's an interesting thing here isn't there? Because it's one thing for you to communicate but you also mentioned another thing which is very interesting which is to learn from them why is it you think some people have this let's say chip or this thing which is different in them where it's not just about communicating it's being willing to learn from other people where does that come from why are some people like that?

M: ermm well I think I think that comes from your own experiences and well that also comes from your type of education because you should learn not only to communicate your ideas you're your thinking but also to listen to others and you have to take in what other people think as well to be able to reflect upon that so ermm I think it comes from your education and your own experiences and well your way of reacting and thinking

J: ok right good what you're doing here is talking exactly what the second element is linked to the communication to intercultural understanding and not just as understanding but valuing what other people say and the third thing is if you have this understanding of other people you are aware of the differences and maybe you want to do something to help them or overcome their differences so the idea of working with the community community service is very strong in internationally minded erm why do you think that is or do you agree with that do you think that doing community service is an important part of showing you're internationally minded and if not or if yes why?

M: ermm well I think doing community and service is a really important part of showing you're internationally minded because with community and service you can help people well people who need who need your time who your patience who need like everything you can give them and it's not only about helping people in your community but it's also about helping people in other places of the world from other cultures and it's a way in which you can not only show not only help them with your time but also help them like to understand other things for example community and service is really important because you can learn from people and they can learn from you and you are not only giving them like economic resources and erm I don't know like materials but you are also giving them your time you are also giving them your knowledge and your positive like your positive attitude so that is really important because that is a common that is a common activity in many places of the world so that's where I believe that it's an international like an international activity

J: Great ok. Listen those are all the questions that I've got Melisa I don't know if there's something else that occurs to you to tell me about what you think about internationally minded if there's something else which we haven't spoken about.

M: erm well maybe I think that in order to be and to have an open mind you have to respect other cultures not only because you you can be a very erm like you can only like if you weren't exposed to the world and if you weren't exposed to different cultures different people and different personalities and ermm citizen diversity you would only be a person to yourself and you wouldn't learn most of the things that you know because if you are exposed to the international community you can learn a lot of things and reflect upon them and that's where you learn about different cultures and learn to respect your culture learn to respect everyone around you so respect is something that really comes from erm the international community

J: that's very interesting now does that mean you can only be internationally minded if you travel or if you have contact with other cultures in your own country ermm . Shall I say that again because what you're saying is yes respect is contact with people so does that mean you need to travel to be internationally minded? Or is internationally minded something which comes or is helped by contact with people from other countries? Whether they're Venezuelans, Argentinians people from the States that kind of thing

M: ermm Well it's really helped really helped by travelling and by erm and by meeting or having contact with people in other other cultures who live differently and have a different life style but like that is the main that is one of the main ways you can learn to be internationally minded but you can also learn to be internationally minded if you erm no like the main way of being internationally minded is by travelling and by getting to know people and different cultures because if you stay in your own bubble then it's really difficult for you to learn to be internationally minded so travelling or learning about different cultures is one of the most important ways to be internationally minded.

J: Melisa thanks very much that's very clear and I appreciate you sharing your opinions with me

Appendix 8e Semi-structured interview Phase 2: Camila Botero and Ximena Cortes

J: Ok so today is the 1st September I am with Ximena Cortes and Camila Botero who are both in 9th grade ok so good afternoon is that right is it 9<sup>th</sup> grade

X: yes (laugh)

J: Thank you very much for agreeing to help me with my research as I mentioned just now what I'm interested in is what you understand by the term international mindedness so let me get this right is it Camila?

X: Ximena (laughs)

J: Ximena sorry right Ximena and Camila if you can tell me what do you think or what do you understand by this phrase being internationally minded

X: ok so I kind of think it is like being an ambassador for a country so if you're travelling like talking about all the positive things of a place and like transmitting all that information that you have of this place

J: ok yeah right then yeah

C: and like also like yes like about the same thing talking about your country in different places and knowing the same like for example the IB it has like a lot of profiles and things and like all countries like talk about your country in that way

J: ok

X: like unifying all of those like aspects like solidarity, open-minded (with other ones) and like take

C: and like taking them to another place to transmit them

J: ok and can you think of any specific examples have you travelled to other countries can you think of a specific example where you show that you were internationally minded by using one of these er attributes

C: For example I still like haven't gone on an exchange and I think that like takes all like and arrange it to show this

J. Ok yeah.

X: I think I've been showing these ideals that the IB have I think that I've been showing that you are erm what is the word ..

J: Internationally minded

X: internationally minded

J: ok good so when you were talking about going abroad and you acting like as an ambassador do you think that you can only be internationally minded when you go you're travelling when you go abroad

X: No not necessarily

J: How can you show this

X: Ok so I don't know how to like explain myself but for example..

J: ok do you want to . just think about it, that's ok.

X: ok

J: ok Camila do you think . How do you think you can show that you are internationally minded by just staying in your country

C: ehh for example accepting others that are for like for example somebody who like comes from a different country like also showing them what you think or maybe by social media and like what you say to those people

J: ok

X: and by being like aware of things that are happening around you.

J: ah ha.

X: like not only in the place you stay but like worldwide things.

J: ok can you be a bit more specific can you give me an example of that

X: ok for example a news like if there is a terrible accident in China so if I'm like internationally .. (laugh) I would like be aware of that and be conscious of that and like be em err have empathy

J: ok sure great fantastic now the question is how do you get to be like that because there are some people who might understand these things or see these things in the news or whatever but they don't really show concern or they don't value these things that are happening in other countries, whereas other people they will not only understand them but they will appreciate they will value them. So who do you think or why do you think that some people have this we might call it a little chip that switches from just understanding to appreciating and value

C: I think that for example if you don't have a family like you live by yourself and you don't have like anyone there and you hear that somebody lost their family then you won't be able to like relate and you won't feel that much but if you have a family and then you love them very much and you see the news that they lost their family then you would probably feel the same as them

J: Ok so family so you're saying like your parent could help you yeah ok. And Ximena?

X: it is like having a like a relationship like being able to connect and like understand what they are going through even if are not like even if you haven't had that experience.

J: yeah right how can you get to be like that is this something which grows within you is it your parents it's the school

X: maybe it is something that you develop with time like eh with your parents like everything you have been taught and school like social relationships

J: Ok great great very interesting. Let's move onto something else and consider the importance of speaking another language or languages because there is a theory that says that there are three components of being internationally minded ok and one of them is being able to speak another language or languages that's the theory do you think it is important and if you think it is important why why is it important to speak other languages to help you to be internationally minded

X: It is important to relate more like intimately with the other person from another culture country so that you can have like a closer relationship

J: ah ha alright Can you go into a little bit more detail

X: ok so like to be able to communicate like in a more exact way like for to understand better and for you to express your ideas in the way you want to so to have a conversation with someone that doesn't like in a different language.

J: another aspect which I think you have been talking about intercultural understanding knowing what goes on in other parts of the world I've got a question with this with this kind of globalized economy the globalized society in lots of places you see the idea of different cultures is that they are actually not that different I mean a lot of countries now you go to you find McDonalds you find Pizza hut

C: yes globalization

J: shopping centres yes globalization so to what extent are cultures or different countries really different Are they different? I don't know I mean what do you think?

C: well I think like of course that there is this globalization thing going on where everything is like almost starting to try to make everything the same but still there is lots of diversity like among each individual so yeah

J: now that I find very interesting can you go into a bit more detail

C: so like each person still has their own essence

J: yeah yeah yeah

C: and their personality like they might have MacDonalDs and all that stuff but like the people that are living there will have a totally different personality than

J: ok but I mean is that so you're saying that people are different and you talk about individuals

C: yes

J: you don't need to go to China or to the States to find individuals do you I mean you've got individuals here would you say that individuals in Colombia are also different or is there something which is very similar about Colombians?

C: to what like

X: I think that the difference

J: everyone in Colombia do you think everybody in Colombia is the same?

X: I think they are different but there is something that ties them together like maybe like they always say hi to people in the street or something like that that makes them Colombian like

J: ok

C: like like a special characteristic that says like that this person is Colombian like that shows their identity

J: ok ok so details of a sense of identity . the other thing which people say is linked to being internationally minded is the idea of wanting to do to understand people is not just to say I understand them and I value them but I actually want to things with them to do things for them the idea of going out into the community and doing community work again what do you think do you agree with it that To be internationally minded you should be involved in doing community work or isn't that something which is necessary

X: no I think it is actually really necessary because it's like a way to actually connect with people with the environment and how that like social space actually works

J: ah ha ok

C: I don't think it's that necessary like I think it's very important but if you can't like you just can't go I think you're still being I think that just by caring and by showing that you are interested in knowing what is happening and being aware you are like it doesn't matter if you have to go there to do something

J: ok so what you're saying is that what is important is the thing inside you

C: that you care like you're aware and you feel

X: ok but I think that like being aware is something but like it's really different to just know it but don't do anything for that

J: ok. So Ximena just to make sure that we have this right you think it is really important to do something

X: to have an action to make a difference

J: Camila you think it's more to do with the attitude the attitude within the person

C: I think that it's important but it's not necessary



J: right ok that's great is there anything else that maybe I haven't asked you about

C & X : no

J: ok Camila and Ximena thank you very much for your help.